

**Chabot-Las Positas Community College District
SABBATICAL LEAVE REPORTS**

- | | | |
|-----|-------------------------|----------------|
| 1. | Carolyn Arnold | S 2011 |
| 2. | Lisa Everett | F/S 2010-11 |
| 3. | Patricia Keeling-Haines | S 2011 |
| 4. | Marcia Kolb | F/S 2010-11 |
| 5. | Janice Novak | F 2011 |
| 6. | Michael Sato | F/S 2010-11 |
| 7. | Shoshanna Tenn | F/S 2010-11 |
| 8. | Linnea Wahamaki | S 2011 |
| 9. | Stephen Woodhams | S 2010, S 2011 |
| 10. | Stephanie Zappa | S 2009 |

Carolyn Arnold

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Arnold Carolyn L.
(last) (first) (middle)
President's Office / Institutional Research & Grants
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Spring 2011 Year: 2010-11

Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

October 14, 2011
Date

Carolyn L. Arnold
Signature

ACADEMIC SERVICES
CHABOT COLLEGE

10-14-11

October 14, 2011

Dear Sabbatical Committee and Board of Trustees,

Thank you for the opportunity to take this semester-long sabbatical, particularly during these tight budget times. I want you to know that this sabbatical fulfilled all the purposes that it was meant to serve. It increased my value to the district in both Grant Development and Institutional Research, my two areas of expertise. And it provided a much needed personal renewal.

The sabbatical allowed me to do extensive grant research on HSI grants that we would not have otherwise had time to do, which will make our upcoming HSI proposals more informed and competitive. It also allowed me to explore a new topic related to environmental scanning in Institutional Research – the art and science of “Futuring,” which allows staff members of organizations to engage in dialogue about the long term hopes and dreams and visions for the organization, and how this visioning can help prepare us for both the expected and unexpected trends. I hope to make use of this new perspective during the planning process at Chabot. I hope you find my reports interesting.

In addition, the sabbatical provided a needed renewal and break from what turned out to be a very difficult semester on campus. Although I felt like I was working all the time, between my sabbatical projects and my own other projects, working at home and being able to travel at times was a welcome respite from the regular work routine. Because of this, I have returned to work this Fall renewed and refreshed, with enough energy and new perspectives to take on the challenges of this year.

So thank you for your support of my work during this sabbatical, as well as your support for me in my position at Chabot.

Sincerely,

Carolyn L Arnold
Coordinator
Institutional Research and Grants
Chabot College

A. Objective 1: Identify different types of ways that HSI grants are used to strengthen a Hispanic-Serving Institution (HSI) and culture as well as other types of cultural diversity efforts and the ways that Institutional Research Offices support those grants. **(50%)**

B. How the objective was achieved:

The reason I was researching HSI Title V grants was to help prepare the Chabot HSI grant development committee to write our first HSI Title V grant in 2013, after our current Title III grant ends.

The plan was to examine the HSI grants and interview the grant developer/writer and/or staff from five colleges. I met this objective by taking the following steps:

1. In order to identify five Hispanic-Serving Institutions (HSIs) with a recent or current Title V grant that were similar to Chabot, I obtained and reviewed all the abstracts of the Title V awardees within the last four years, and identified the Title V grants to California Community Colleges that were most relevant to Chabot efforts. For instance, those grants that focused exclusively on distance education programs were not relevant, since our HSI grant development committee was planning on-campus programs.
2. Of the California community colleges with relevant Title V grants, I developed a spreadsheet with each college's student characteristics on it, such as student headcount and distribution of students by ethnicity, particularly the percentage of Hispanic students on that campus. This made it easier to see which of the Title V colleges were similar to Chabot in these variables.
3. Early in Spring semester 2011, I attended several committee meetings of the HSI grant development committee, which included the grant developer/writer. The committee members provided feedback about which colleges were the best models for their Chabot efforts. They also gave me feedback about my interview questions, and added one or two.
4. Of the ten California colleges with Title V grants that were most similar to Chabot, I began contacting the grant writers and/or the Title V directors by email and phone to see if they would be willing to send me their grant proposal and then let me interview them after I had reviewed it.
5. Of ten colleges contacted, five responded positively, three declined to share their grant or have an interview, and two did not respond. One of the five positive responses turned out to be a completely online program, so it was not pursued.
6. After many emails and phone calls to the four colleges with positive responses, I obtained information about each of their grants, sometimes through their proposal, and sometimes through documents on their Title V project web sites. For each college, I then conducted interviews on the phone or on site with one or more of the key writers or directors of the grant as well as the IR staff if they were involved in the grant, using the questions that had been edited by our HSI committee.

7. I visited three of the four colleges, two in Southern California—El Camino and Santa Monica—and one in the Bay Area—San Jose City. I observed Santa Monica's Title V program on their campus, but had the interviews on the phone. At El Camino, their Title V grant was just starting, and I happened to be present for their Title V kick-off meeting, so I saw how they presented it to the campus, and interviewed several of the people involved in implementing the components. San Jose City was the most similar to Chabot as a college and in Title V activities. The Title V Director there was very committed to helping other colleges obtain these grants, so he and I arranged for the whole Chabot HSI committee to visit their program, meet and interview their staff, so we all spent an afternoon there. I did not visit Antelope Valley, but had extensive phone interviews with those involved with Title V. One more college was needed to fulfill the commitment to obtain information from five colleges, but none of the other colleges responded to more inquiries.

Luckily, in early Fall 2011, a new round of HSI-STEM grants were awarded, and the grant developer/writer indicated that she would also like to have one of these as a model, since she is writing one of these in Spring 2012. I was able to obtain this grant proposal from Contra Costa College, and interview one of the grant developers, who was also the IR person.

8. For each of the five colleges, I summarized the information I obtained about their Title V grant development process and grant in a template that followed the interview questions. I realized early on that my recommendations for the Chabot HSI Committee would not be as focused on the specific activities that we might choose for the grant, although I was collecting ideas in case there was something new out there. However, at all colleges, the activities grew organically out of the needs and existing programs at that college, and Chabot's grant activities will be unique to Chabot at the time we write the grant.

Instead, I focused my writing on the different ways that the colleges approached the balance of developing a grant proposal that first and foremost addressed the college-going needs of Latino students, while also providing grant services for any other students who had similar college-going issues and needs. The following three questions in the interview and template became the focus of my inquiry:

- 1) How are Latino college-going issues addressed?
- 2) How are other groups' college-going issues addressed?
- and 3) How was the decision made to focus on these particular issues?.

B. Recommendation for HSI Grant Development Committee:

The recommendation for the HSI Committee for the development and writing of a Title V HSI or HSI-STEM grant was based on the answer to the questions above. The consensus from these campuses, with minor variations, was that while the grant proposal needed to be focused on the college-going needs and issues of the Latino students, the grant implementation on campus should address those student needs and issues in general. This allows the college to serve all groups of students with those needs and issues, knowing that the majority of those students would be Latinos. This conclusion is imbedded in the report from each college, and will be discussed as a recommendation when the HSI Grant Development Committee meets for the first time this Fall 2011.

C. Documentation:

- a. Write up main points from the interviews and the grants, and synthesize the results by offering suggestions for Chabot's Title V grant development staff/team.

Attached: Synthesis reports from:

- Antelope Valley
- El Camino College
- Santa Monica College
- San Jose City College
- Contra Costa College

A. Objective 2: Identify and synthesize the variety of ways that educational, economic, cultural, demographic, and enrollment trends can be understood, forecast, and used in strategic planning. (50%)

B. How the objective was achieved:

As planned, I read six books and five articles related to understanding, forecasting, and analyzing future trends, and then summarized and reflected on them in annotated bibliographies, which are attached. This turned into an introduction to the science and art of predicting the future, i.e., 'Futuring,' or 'Future Studies,' which has become an academic offering and/or discipline at many universities and some community colleges. I believe that this way of thinking has strong potential to help not only Chabot staff to imagine and plan for the future of the college, but to teach the students how to dream into their own future lives, education, and work. More detailed thoughts are imbedded in the bibliographies.

Also as planned, I interviewed three consultants in strategic planning and/or trend analysis to understand how educational, economic, cultural, demographic, and enrollment trends are identified and used in strategic planning in education and other fields. The summaries of those interviews are attached.

Documentation:

- a. I will submit annotated bibliographies of the 6 books and 5 articles.
- b. I will submit summaries of the 3 interviews with consultants.
- c. Attached: the bibliographies and interview summaries.

There is a separate table of contents for the Books and for the Articles.

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
Antelope Valley College**

College Characteristics compared with Chabot

College	Student headcount	Pct Latino	Pct Afric Amer	Pct Asian Amer	Pct White
Antelope Valley	11,000	35	23	3	35
Chabot	15,000	28	15	17	21

Contacts and Interviewees

Interview/Visit Date	Name & Position of Interviewee	Phone	Email
February 16, 2011	<i>Christos Valiotis</i> , Director of one T5 grant; grant writer; also Physics Fac, Ac Sen Pres	661-722-6300 x6614	cvaliotis@avc.edu
April 25, 2011	<i>Ted Younglove</i> , Director of Institutional Research	661-722-6300 x-6121	tyounglove@avc.edu
April 27, 2011	<i>Agnes Jose-Eguaras</i> , Director of Basic Skills and Title V Activities, Learning Cntr. See 'Role of Director' in Interview notes.	661-722-6300 Ext. 6357	ajoseeguaras@avc.edu

Summary of Interviews and Grant

Questions	Answers
1. Goals and measurable objectives of Title V grant.	<p>1) Create Basic Skills Center of Excellence, which consists of targeting funded activities to improve basic skills, and developing a tracking and evaluation system to evaluate all funded basic skills activities. (no 'center')</p> <p>2) Outreach, assessment in the high schools (ICAN program), in hopes they will attend AVC.</p> <p>3) Integrate support with instruction (IR identifies which students are most likely to need help and Title V targets programs in those classes)</p>
2. Needs or problems that these goals address	The usual basic skills challenges – Hispanic students doing worse in them. Many students assessed into Math BS and many Latinos were 3-4 levels below transfer.
3. Major activities	<p>1) Create Basic Skills Center of Excellence, which includes targeting funded activities to improve basic skills, and developing a tracking and evaluation system to evaluate all funded basic skills activities. It is not a physical place, but a focus on basic skills.</p> <p>a) The Title V grant is focused on Basic Skills, so they have merged the T5 and BSI funding for basic skills activities, but are clear on what is allowable for each, and which activities will affect the T5 objectives. BSI funds are for BS courses only, i.e. in-class tutoring. "Quest for Success: is preliminary name for BSI initiative. T5 funds are for students at any level on campus who are Basic Skills-assessed. Latinos are in all courses, so will be reached by campus-wide approach. Activities might be in college level courses, but students are Basic Skills-assessed.</p> <p>Basic Skills Committee (22 members!) decides which activities get funded. Members are VPs and faculty chairs for each area, and others. The Director provides a template/ rubric so they consider what will be cost effective and sustainable, and what can be institutionalized. The rubric ties the activities to the grant objectives. For funding, it is required that they produce a report that shows success by ethnicity, who they are serving. T5 Director's mantra: Fund activities that provide a structured pathway for our students to transfer.</p>

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Summary of Interviews with other Colleges
Antelope Valley College**

	<p>b) Getting students to use the services, Director devised a passport system for students to visit all services and write about them in a journal, for credit in their BS or other English course. Called AVConnect Journal. http://www.avc.edu/academics/titlev/avconnect.html This is sustainable, because a BS Center is not needed – this is completely online. Over 90 faculty are using it in their class – not just Basic Skills.</p> <p>2) Outreach, assessment in high schools (ICAN) This is visible on web: ICAN – help with transition high school to college, such as assessment testing in HS. http://www.avc.edu/academics/titlev/ican.html Main activity was/is pre-assessment workshop for math in the high schools, and this has taken a lot of coordination on the Director’s part. The grant paid for EducCo, a software online assessment program, used in a workshop at the high schools to train the HS teachers to use it so they can convey to students how important the assessment test is. It has been hard to coordinate with the high schools. Have had dinner and other events to bring faculty and HS teachers together - a slow process to finally get them working together and not blaming each other, but it has happened.</p>
4. Grant development/ Coordination history	<p>Christos Valiotis, Physics instructor, on release time for Senate president, Director of one Title V grant. He is grants person defacto.....becoming a grants consultant....by working with the consultants. Christos guided writing of it, and consultants made it better.</p>
5. Involvement of IR	<p>The grant funded a half-time IR person for Title V research. IR provide data for the eligibility application and provides data that the director requests. For any Title V or BSI-funded project, they evaluate who it is serving, and whether it is working. Otherwise, the director requests the data and does the tracking.</p> <p>IR and the objectives:</p> <p>1) Establishing the Basic Skills Center of Excellence, and developing a tracking and evaluation system is what justifies the IR position. IR has been working with BSC committee to require a valid statistical assessment of every basic skills project, i.e. combined BSI and T5-funded projects. That is the intention, and it works sometimes, and not others. <i>Example:</i> Analysis of Smart Thinking – online help for writing assignments, for Eng BS’s courses – showed that though an expensive program, it raised the success rate.by 40%, so, it won’t be cut. Also, they showed that having BSC faculty advisors helped students, so they will keep those. Other projects, harder to evaluate, as most staff are not number people, and can’t document whether or not what they are doing is working.</p> <p>Other objectives:</p> <p>2) outreach, assessment in high schools (ICAN) (no IR now – out in the high schools – IR will get involved when they get into the college) 3) integrate support with instruction (IR documents which students are most likely to need help, so Title V can target support to certain classes)</p> <p>IR notes: Training IR staff to relate to others; goal to get on all of the committees to be part of team to be part of solution. Really glad he had ½ time each for IR on the Title 5 = STEM and T5, asked</p>

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
Antelope Valley College**

	for FT and got ½.
6. How grant objectives and activities reflect college priorities	Can't tell without seeing proposal, which they won't provide.
7. Did grant change institutional priorities?	Too early to tell.
8. How Latino college-going issues addressed	Latinos have low Basic skills performance, so any activities that address that will help them. The data analysis shows that African Americans have the lowest success rates, and that Latinos have the next lowest rates. They have decided to identify students who need assistance, based on course success, and then Latinos and African Americans will emerge as those who need most help- based on need, not on ethnicity.
9. How other groups' college-going issues addressed	All activities are open to all groups of students, based on CA law. See above. Services are based on need.
10. How decision made to focus on these issues.	Based on CA law, we can't single out a single group, so offer services to all. However, we can't get the grant written like that – need to focus on needs and solutions for Hispanics. Use 'Hispanics' throughout grant, despite Latinos in CA, because feds use Hispanic. Address how what you do will help Hispanics and address their issues. Have grant activities centered on this, and use a local Latino advisory committee to show that you know what the problem is, know how to fix it, and just don't have funds to fix it. To get the grant, needed to focus on the need among Latinos, i.e., the need within ethnicity, but for services on campus, just focusing on the need itself captures the students who most need the assistance, regardless of ethnicity. This is understood and supported by the campus, because they can see that the grant provides services for those who need it most. Other grant-writing tips: Show each budget amount fits into activities. When building the budget, fit it as one unit with the activities and narrative. Tying the activities and budget is crucial. Use 'all underrepresented, in services URM's (including women in STEM) (but not necessarily in grant) The consultants made it look perfect; their first draft was not great.
11. College staff awareness/feeling towards grant	Grant writer got it through planning committee by saying that we must offer activities to all URM's; however we will focus our activities on Hispanics, though we will offer it to anyone. This reassured the campus.
12. Planning, implementation, campus buy-in issues	Some people asked questions about why the grant just focused on Hispanics, but they understood once he explained that based on state law they will offer it to everyone, but that they needed to write the grant that way to win it. Other grant-writing tips: Need to have a FT director, not an administrator, so best way to get budget accepted is to name a FT faculty who is reassigned FT to do it. An HSI person is good for grant as director. Main issue is usually

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
Antelope Valley College**

	<p>why hire from outside...and admin assist too.</p> <p>Suggestion: FYE and learning communities will be offered to all students, will serve everyone, and will increase success of Hispanics, outreach can concentrate on Hispanics..... other 80% of grant will help all students, but focus outreach on Hispanics. Their Hispanic students do not do well in basic skills, Activities to address that will help all students.</p>
13. How well meeting objectives	Grant just started so too soon to tell.
14. Other HSI grants?	<p>AVC has been very successful in grants – ICan is Coop one with _____ The individual one is about basic skills. This centralizes the BS effort—the director and faculty on activities tie things to curriculum, and during the outreach with HS district, students can be assessed at the sophomore level. BSI funds not enough to do very much, so Title V augments them.</p> <p>AVC Got T5 Coop sci/eng grant in the 1990's, (first ever T5 in STEM) Then came STEM, and they are waiting to hear from STEM grants/ T5 coop now.</p>

Overall impressions

They are handling their T5 and BSI funds the same way we are doing our T3 and BSI – funding BS-related projects that should affect the grant objectives. These projects, and the IR tracking system/staff to go with them are the bulk of the grant. Showing what works and making decisions based on that is key. Director has to keep everyone's focus on those objectives and whether they are being met.

The outreach/assessment services to the high schools are really important, and really hard to coordinate, using much of Director's time. Need to evaluate willingness of faculty (Math or English) to do this, as it will take commitment. It directly affects prospective Latino students, but IR can't track results until they enroll at AVC.

T5 Activity Director, Agnes Jose-Eguaras is GREAT – a creative, articulate, calm, wise, dynamo. They are so lucky to have her! I recommend that we hire her as our Director! She was interested in returning to Bay Area. See her original interview notes below for more info on her and what she does.

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
El Camino College**

College Characteristics compared with Chabot

College	Student headcount	Pct Latino	Pct Afric Amer	Pct Asian Amer	Pct White
El Camino	27,000	35	17	13	19
Chabot	15,000	28	15	17	21

Contacts and Interviewees

Interview/Visit Date	Name & Position of Interviewee	Phone	Email
February 19, 2011	<i>Arvid Spor</i> , Dean of Enrollment Services, Oversees the T5 Grant.	310-532-3483	aspor@elcamino.edu
March 2, 2011	<i>Cynthia Mosqueda</i> , Coordinator, FYE, SI & Learning Communities	310-660-3593 x 3075	cmosqueda@elcamino.edu
	<i>Matthew Cheung</i> , Eng instructor in FYE		mcheung@elcamino.edu
	<i>Luis Barrueta</i> , Coordinator, Sup Instruction		lbarrueta@elcamino.edu
	<i>Irene Graff</i> , Director of IR		igraff@elcamino.edu
	<i>Idania Reyes</i> , Director of T5 grant		ireyes@elcamino.edu
	<i>Lars Kjeseth</i> , former SLO Coord in Math		lkjeseth@elcamino.edu
Mentioned by Cynthia	<i>Pete Marcoux</i> , FYE English instructor who did accelerated Reading/Writing pilot		

Summary of Interviews and Grant

Questions	Answers
1. Goals and measurable objectives of Title V grant.	<p>COMPONENT I: GET READY -- <i>Preparados para su futuro--</i> Strengthening student, faculty, institutional, and community readiness for the pursuit of the associate’s degree.</p> <p>COMPONENT II: GET SET -- <i>Listos para el éxito --</i> Strengthening student learning and faculty teaching in pre-collegiate reading, writing, mathematics courses and general education courses.</p> <p>COMPONENT III: GO FOR THE ASSOCIATE’S DEGREE -- <i>Al título--</i> Getting students across the finish line to complete degrees, certificates and transfer requirements.</p> <p>Project Objectives include (1) increasing percentage of Hispanic and other students in developmental-level courses who complete English and mathematics courses required for a degree; (2) increasing percentage of Hispanic and other students who successfully complete BOTH transfer-level English and math courses; (3) increasing the percentage of Hispanic and other students who achieve “transfer prepared” status; and (4) increasing the percentage of Hispanic and other students who graduate with an associate’s degree.</p>
2. Needs or problems that these goals address	<p>1) Too few students are successfully completing all the requirements necessary to graduate with an associate’s degree or certificate or to become “transfer prepared.”</p> <p>2) Hispanic graduation rate at ECC is substantially lower than the general graduation rate.</p>

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
El Camino College**

3. Major activities	<p>COMPONENT I: GET READY - <i>Preparados para su futuro</i> Strategy #1: Improve assessment testing and placement processes. Strategy #2: Provide students with tools for educational and financial planning and staying on track. Specifically: developing a user friendly education plan, and going from 1,500 to 10,000 Ed plans a year.</p> <p>COMPONENT II: GET SET - <i>Listos para el éxito</i> Strategy #1: Improve student success in the key English and Math courses via Faculty Learning Teams/Cohorts and specialized “success” services. Strategy #2: Build institutional expertise in developmental teaching and learning and in effectively supporting academic progress of Latino students. This includes sending leading faculty to a training institute in developmental education: www.ncde.appstate.edu/kellogg, and having them return and train other faculty. This institute includes training on diversity issues.</p> <p>COMPONENT III: GO FOR THE ASSOCIATE’S DEGREE - <i>Al título</i> Strategy #1: Outreach to and assistance for students who are close to completion. Strategy #2: Raise student, faculty, staff and community awareness of degree benefits --“Get a Degree” campaign.</p>
4. Grant development/ Coordination history	This was built on an HSI STEM grant which was just finishing. The newly hired Director of this T5 grant is the former coordinator of the HSI STEM, so she knows how to target Latinos and still serve all students.
5. Involvement of IR	The IR Office was not involved in the development of the goals & objectives. The all college goals are too high, and the goals for Latino students never catch up to the all college average. They will be trying to change these targets to make objectives that are about achieving equity. In addition, ‘all college’ is designated as non under-represented students, i.e. everyone except African Americans and Latinos, which is not a standard way to show ‘all college.’ The IR Office did get a half-time research associate written in, which will be needed to track these objectives!
6. How grant objectives and activities reflect college priorities	The grant objectives are closely aligned with college goals and objectives, as displayed on page 14 of the grant proposal.
7. Did grant change institutional priorities?	The grant has just started, so too soon to tell, but the grant goals and objectives are closely aligned with the institutional priorities.
8. How Latino college-going issues addressed	There are some specific Latino college-going issues addressed in the grant, in the problem section. However the programs and materials are all geared to all students. They use outreach to make sure Latino are served, since they are most in need.
9. How other groups’ college-going issues addressed	The programs are all geared to all students, so overall college-going issues of all students are addressed.
10. How decision made to focus on these issues.	Whether to focus on Latino or non-Latino issues is not stated that way. Although they may have targeted Latinos in FYE originally, the program morphed into serving all students. This grant is being presented as for all students, although some targeted outreach will be done for Latinos. Verbally, the grant is presented as for Latinos, but this is not written in any of the materials. The materials are all generic. This campus values providing education/programs for all students and not having particular programs for particular groups, so this grant will be run in that way, despite the Spanish

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
El Camino College**

	labels of the components. They expect that the objectives targeting Latino students will be met by focusing on services and programs for all students.
11. College staff awareness/feeling towards grant	Grant just started; could not determine awareness towards previous HSI STEM grant.
12. Planning, implementation, campus buy-in issues	Faculty are very happy with the cohort learning teams, so they are very glad this grant supports them. Although there has not yet been research showing that they improve student success rates, the faculty are enthusiastic in this way to develop expertise in teaching basic skills students., so those involved support this grant.
13. How well meeting objectives	Grant just started so too soon to tell.
14. Other HSI grants?	Had an HSI STEM grant, which may have supported the FYE and SI programs, since SI was primarily in Math.

Overall impressions

They are handling the Latino/all other student issue like this: First, the materials are all generic. The verbal presentation said they are targeting Latinos, but this is not written anywhere. New T5 director, Idania Reyes, has the best vision about how to serve all, and luckily she is director! Idania, says make it for all, but just target Latinos in outreach and choice of speakers.

TO DO: See how online presence is done, and just see grant as model.

From IR perspective, comparing Latinos to non-under represented (ie non Af Am or Latino) seems odd, and leaves Latinos constantly behind the college average. Plus it is unclear if activities will be as focused on Latinos as grant is, and if so, how there will be an impact on Latinos in the measurable objectives.

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
Santa Monica College**

College Characteristics compared with Chabot

College	Student headcount	Pct Latino	Pct Afric Amer	Pct Asian Amer	Pct White
Santa Monica	35,000	27	10	16	35
Chabot	15,000	28	15	17	21

Contacts and Interviewees

Interview/Visit Date	Name & Position of Interviewee	Phone	Email
February 19, 2011	<i>Laurie McQuay-Peninger</i> Director of Grants	(310) 434-3718	McQuay-Peninger_Laurel@smc.edu
February 19, 2011	<i>Hannah Alford</i> Director of Institutional Research	(310) 434-3472	Alford_Hannah@smc.edu

Summary of Interviews and Grant

Questions	Answers
1. Goals and measurable objectives of Title V grant.	Current HSI grant info not available. 2006 Math Coop grant with ECC: Supporting Student Success in Pre-Transfer Mathematics This activity includes three primary components: (1) Transforming the Culture of Mathematics through Course Cohorts (led by ECC); (2) Improving Supplemental Instruction in Pre-Collegiate Mathematics—A Pre-Service Teaching Experience (SMC and ECC will work together to implement this component); and (3) Creating a Pre-Collegiate Level Math Center <i>and</i> Developing Math/English Learning Communities facilitated through this center (led by SMC).
2. Needs or problems that these goals address	Math HSI: one of every two students will fail in math. Current HSI: Program review has shown issues for Latinos but not overall. Transfer equal percent, but Basic Skills are mostly Latino.
3. Major activities	Welcome Center, funded by grant, is part of FYE, which may be cut next year. It is a mini registration area, one big well-lit room, with counselors and registration help. They don't have enough space in SMC, so they have to use available rooms. Recent bonds have provided new, very attractive landscaping and buildings and art, but no space to spread out. 2006 T5 funds have provided English and math labs, and the SI program is connected to them. FYE has just the Welcome Center to see. CA observation on campus: There was a big new banner for the Welcome Center outside the Library. There was also an old tattered sign for the Center leaning up against the Admissions Building. The Center is in an obscure building, which is named on the banner and sign. Previous/recent HSI Grants: FYE/ teachers, and Math (written by Laurie). Math grant does not have much to look at – SI has been successful, want to continue it – had qualitative evaluation study on the effect of SI and change, and IR in spring will review it with SI and tutoring.

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
Santa Monica College**

4. Grant development/ Coordination history	<p>Laurie McQuay-Peninger, Director of Grants. Last year, lost 2-3 points (4 under) because they did not focus on Latino students. Also lost another HSI grant because they don't say they focused on Latinos. It is true - they try and do programming that helps all students.</p> <p>Their new T5 has a proposed CTL, best practices, professional development, Have done work around career services and these programs are making a difference. Would never exclude students, but will have to write it to target Latinos..</p>
5. Involvement of IR	IR mainly provides the eligibility calculations for the application.
6. How grant objectives and activities reflect college priorities	Can't tell without seeing proposal, which they won't provide.
7. Did grant change institutional priorities?	Too early to tell.
8. How Latino college-going issues addressed	In the past, T5 didn't have to focus on Hispanic students. Since it was institutional, in doing so, it would address Latino issues. Prior to last year, grant was just strengthening institutional aspects. Math grant is still like this. However, new HSI grants need to focus on Hispanic students.
9. How other groups' college-going issues addressed	<p>At SMC, they try and do programming that helps all students. Faculty feel strongly about serving all students – don't want boutique programs. They didn't accept Puente, but created their own Latino program.</p> <p>CA observation on campus: The only written mention of ethnically targeted programs is in one small building, which houses the Transfer/Counseling Center, there is one desk/area each for the "African American Collegian Center" and the "Latino Center." Signs for these centers are also on the front window/door.</p> <p>From grantwriter: In grant, they have to prove not only that they are an HSI, but have to show that they care about Latinos. However, SMC campus literature does not show that. Nowhere does it say Latinos; they all use ALL everywhere.</p> <p>At SMC, they talk about a center for all underrepresented groups...but don't know how it will be funded. All the funds are for specific groups, all competing. NSF is coming around to focus less on groups and more on overall representation.</p>
10. How decision made to focus on these issues.	Last year, lost points 2-3 points (4 under) because they did not focus on Latino students. .Also lost another grant because they don't say we focus on Latinos SMC tries to do programming that helps all students. Faculty feel strongly to serve all; no boutique programs. Didn't adapt Puente, but made their own.
11. College staff awareness/feeling towards grant	<p>Grants Director does not show grant to the faculty, just VPs. But the STEM grant must be shown to faculty and they won't like it Don't want SI for Hispanics only However, the Math faculty see the problem, that Latinos need the help.</p>

**Chabot College Title V HSI Grant Development
Summary of Interviews with other Colleges
Santa Monica College**

12. Planning, implementation, campus buy-in issues	What are your plans about your Hispanic goals and objectives – need to be more than a paragraph like before. Also got ANAPASI, will focus back on AAPI students, but have to develop programs that focus on it, and it may be a problem with the faculty.
13. How well meeting objectives	Grant just started so too soon to tell.
14. Other HSI grants?	Title III F ANAPISI can be done with Title V HIS, So look for that. Cannot have Title III A with a T5 Can have a Title V STEM with a T3, but not with T3 F ANAPISI. ECC grant in 2009 - They direct it over SMC – teachers prep. ANAPISI grant is like TRIO with TIII funds. Latino program and African American programs are funded by small institutional funds, and then we get millions for underrepresented ANAPISI. In addition, it is not sustainable. \$200k/year for bridge program

Overall impressions

Santa Monica itself is not the best model for Chabot, since it has 35,000 students, and their last successful Title V grants were written in the days when Title V was seen as more institutional. In addition, the campus culture does not value programs for specific ethnic groups. However, they do have a similar student ethnic distribution.

However, their Grant Developer/Writer, Laurie McQuay-Peninger, has great experience to share because she wrote a grant proposal that did not get funded because she did NOT focus on Latinos. So she can share what NOT to do. Some of that is outlined here. Also, she did obtain an ANAPISI, so that might be helpful later.

**Chabot College Title V HSI Grant Development
Outline of Interviews with other Colleges
San Jose City College**

College Characteristics compared with Chabot

College	Student headcount	Pct Latino	Pct Afric Amer	Pct Asian Amer	Pct White
San Jose City	12,000	36	7	20	16
Chabot	15,000	28	15	17	21

Contacts and Interviewees

Interview/Visit Date	Name & Position of Interviewee	Phone	Email
April 6, 2011: On-site visit/meeting of Chabot HSI team with their Title V staff	Robert Gutierrez , Interim Director of Title V grant. There were several other people at meeting. See business cards or start with Robert.	408-288-3104	Robert.Gutierrez@sjcc.edu

Summary of Interviews and Grant

Questions	Answers
1. Goals and measurable objectives of Title V grant.	Instructional: Component 1: Improve the successful progression of Latino students from basic skills to college-level transfer level courses. Student support: Component 2: Strengthen student services for Latino success. Faculty Staff Development: Component 3: Increase faculty and staff capacity to increase Latino student success.
2. Needs or problems that these goals address	Low success, persistence, degree and transfer rates of Latinos
3. Major activities	Component 1: Learning communities, develop reading and writing, tutoring for math, expanding tutoring, peer-led team learning Component 2: Workshops on FA, scholarships, study skills, test taking. Component 3: Broadest category, so could be LC training for faculty/staff.
4. Grant development/Coordination history	Grant had been denied 2-3 times, awarded for 2008, grant revised over the years, and many people were involved, ended up with many activities and high objective targets. Had a Director, but acting presidents came and went, VPs too, lots of turnover in key leadership that involves commitment to the grant, and Director left July 2010. Robert was instructional assistant in reading and writing/adjunct English faculty, and he was hired as Interim Director in July 2010, because he had good relationships across campus.
5. Involvement of IR	Got basic stats to write grant with, but hard to get regular evaluation data from District Office; no campus IR, and little District staff
6. How grant objectives and activities reflect college priorities	They do reflect the college priorities well. This is detailed in grant proposal.
7. Did grant change institutional priorities?	This was not discussed. It does not seem so. Now, drastic budget cuts are affecting everyone, and they are on Accreditation probation for not having SLOs and program review done, so this grant is just expressing priorities.

**Chabot College Title V HSI Grant Development
Outline of Interviews with other Colleges
San Jose City College**

8. How Latino college-going issues addressed	The Learning Communities, Peer-Led Team Learning, tutoring, Summer Bridge, Avanzamos and METAS workshops are all addressing Latino issues of lack of familiarity with college success skills, under preparedness, and the need to belong and make commitments to succeed in education.
9. How other groups' college-going issues addressed	Since all the programs except Summer Bridget are for all students, so all students benefit from how these issues are addressed.
10. How decision made to focus on these issues.	Do you mainstream and offer services to everyone, or target Latinos? It is a tough choice – if just Latinos, then you exclude buy-in and other staff and faculty. So the new LC schedule is much broader, open to all, and 200 students are served, with the percent of Latinos more than the original 30 Latinos with the focused LC. Summer Bridge should be for all students, but with cuts, had to focus.
11. College staff awareness/feeling towards grant	Perception now, has turned around...really positive reception, the multiple programs running at same time, with Summer bridge, Avanzamos, PLTL, they see willingness of faculty and students to jump in and support. Faculty see the grant working for their students... Everyone can see that things are working! Students lives are going in right direction! Students are attracted to it.
12. Planning, implementation, campus buy-in issues	Grant revised over the years, and many people were involved, and final grant ended up with many activities and high objective targets. First two years had high admin turnover, and grant essentially went unspent. Campus staff were disillusioned with grant at that point. The original direction of the grant had been to target only Latino students, and as a result had one LC cohort of 30 students in a Chicano Studies class. For the revised grant, they decided to go more mainstream and offer the academic and student services activities to all students. Gutierrez was hired in July 2010, 2 years after grant started. Interim President, Treadwell, helped him strategize what to focus on. So they developed a plan to get buy in and scale up the Learning Communities.
13. How well meeting objectives	Measurable objectives not tracked due to lack of IR support and not required to report to DOE until end of grant. With surveys, observations, and a little data, they feel they are meeting their broad goals
14. Other HIS grants?	No

Overall impressions

San Jose City is almost identical to Chabot in size and demographics, and for this reason they are a good model. In addition, their grant was obtained in 2008, under the new guidelines that require a focus on Latino students. Since they obtained help from other colleges, they are willing to share with us their grant as well as their activities to help us develop our grant. And most of their activities are those we have proposed. They seem to have better facilities, i.e. an actual Libray with a Learning Center in it. However, they struggle with similar issues about how to focus the grant on Latino students and also address overall basic skills needs. They have come to some solutions that we might be able to use.

**Chabot College Title V HSI Grant Development
Outline of Interviews with other Colleges
Contra Costa College**

College Characteristics compared with Chabot

College	Student headcount	Pct Latino	Pct Afric Amer	Pct Asian Amer	Pct White
Contra Costa	9,000	27	26	13	14
Chabot	15,000	28	15	17	21

Contacts and Interviewees

Interview Dates	Name & Position of Interviewee	Phone	Email
September and October, 2011	Tim Clow, Senior Dean Planning and Research, Contra Costa CCD	(925) 229-1000 x1282	tclow@4cd.edu
	Dr. Seti Sidharta, Director Center for Science Excellence (CSE), Department of Chemistry, Adjunct Faculty	(510) 235-7800 x4527	ssidharta@contracosta.edu

Summary of Interviews and Grant

Questions	Answers
Goals and measurable objectives of HSI-STEM (2011)	<p>Goal 1: <i>Hispanic and low-income youth</i> in West Contra Costa County will increasingly succeed in STEM course work at the secondary and postsecondary levels and will successfully pursue STEM careers (Improve STEM Pipeline)</p> <p>Objective 1.1: CCC will increase <i>enrollment of full-time students in STEM courses</i> of study by an average of 10% per year over the five-year grant period, resulting in an increase of approximately 464 students in STEM programs. (Indicators: student declarations of intent and actual course enrollment)</p> <p>Objective 1.2: By year four of CCC Link, at least <i>73 students per year</i> will transfer to STEM programs in four-year universities after three years of enrollment in the CCC Link postsecondary program. (Indicators: student transfer records)</p> <p>Objective 1.3: By year three of CCC Link, at least <i>50 students per year</i> will complete certificate programs or AS degrees in STEM subjects within three years of enrollment in the CCC Link postsecondary program. (Indicators: CCC certificate and AS records)</p> <p>Goal 2: CCC Link will increase the number of <i>West County Hispanic and low-income secondary students</i> who are successful in high school and who go on to succeed in postsecondary education.</p> <p>Objective 2.1: <i>Hispanic and low-income</i> CCC Link high school participants test at proficient or above on STEM standardized tests at a higher rate than comparable populations in the same high schools. (Indicators: WCCUSD Data Director records)</p> <p>Objective 2.2: 80% of <i>Hispanic and low-income</i> CCC Link high school graduates will enroll in college-level STEM coursework in their first semester of enrollment at CCC. (Indicators: WCCUSD Data Director records)</p> <p>Goal 3: CCC will significantly diminish the performance gap for <i>Hispanic and low-income students</i>. (Reduce performance disparities in STEM subjects)</p> <p>Objective 3.1: During the five-year grant period, the persistence gap in CCC STEM</p>

**Chabot College Title V HSI Grant Development
Outline of Interviews with other Colleges
Contra Costa College**

	<p>courses for <i>Hispanic and low-income students</i> will be reduced by an average of 5% per school year. (Indicators: student persistence records)</p> <p>Objective 3.2: During the five-year grant period, <i>the gap in CCC STEM grades for Hispanic and low-income students</i> will be reduced by an average of 5% per year. (Indicators: grades by ethnicity)</p> <p>Objective 3.3: During the five-year grant period, secondary students enrolled in Metas and MCHS will demonstrate a <i>significant narrowing</i> in the performance gap on standardized math and science tests for Hispanic and low-income students. (Indicators: California Standards Tests of math and science)</p>
<p>2. Needs or problems that these goals address</p>	<p>The achievement gap in college completion and transfer rates between Latino, other low-income students, and other students in STEM fields in the CCC service area. Too few students in West Contra Costa USD schools recognize college as a viable option and so many students do not think of STEM fields as a viable career. Specifically:</p> <ol style="list-style-type: none"> 1. College-going rates in WCCUSD are low, especially amongst Latinos and the low-income. Only 11.4% of the graduating seniors in WCCUSD have met the entrance requirements for the California state university systems. This percent drops to 9.7% among Hispanics and to 5.3% for African Americans. This situation is further exacerbated by: <ol style="list-style-type: none"> a) the lack of family experience with higher education, (only 16% of the parents district-wide have completed college and 5% have graduate degrees, whereas 25% do not have a high school diploma); b) the need for all family members to work and contribute to family income, and c) lack of encouragement and support for college attendance by local high schools, especially for those students tracked into English Language Development programs. 2. Latino and other low-income first-time, full-time students at CCC achieve their educational goals at less than optimal pace. 3. Fewer Latino and other low-income students complete certificates, obtain a degree or transfer to four-year schools in STEM fields. 4. Latino and low-income students have lower success rates in STEM areas than their white and Asian counterparts (see Table 4 in page 4).
<p>3. Major activities</p>	<ol style="list-style-type: none"> 1) A STEM Engagement Pipeline that will promote STEM education and career options to Hispanic and low-income secondary students from the CCC service area; 2) Assessment, Engagement and Support (AES) activities that will provide comprehensive support to target group students who are college ready, and, also to those who are testing one level below college ready; 3) A Transfer Pathway that will envelop college ready HSI STEM scholars in a comprehensive student support program including mentoring, supplemental instruction, and increased breadth of academic experience prior to transferring; 4) Augmentation of Articulation Agreements between CCC and HSI four-year universities with particular focus on STEM transfer students; and 5) Data Utilization and Evaluation on student performance to inform course assignments, supportive services (e.g., tutoring, mentoring, supplemental instruction), and midcourse program improvements.
<p>4. Grant development/Coordination history</p>	<p>This grant was developed by a team of science instructors involved in the CSE, and pulled together by the Director of the CSE, who is also an adjunct faculty in Chemistry.</p>
<p>5. Involvement of IR</p>	<p>IR provided the numbers for the need section, advised on the focus of the grant, and helped determine the objectives with the Director of CSE.</p>

**Chabot College Title V HSI Grant Development
Outline of Interviews with other Colleges
Contra Costa College**

6. How grant objectives and activities reflect college priorities	Although the college priorities do not mention Latino or low income students, the priority goals for all students encompass the grant objectives— to help students complete their educational goal, encourage students to go through enhanced orientation, assessment, and financial aid, to support local outreach, and use data to document student progress. The focus on Hispanic/Latinos (and African Americans) can be justified with their lower success and completion rates, so the special focus and attention on these groups in this grant is justified to bring the college averages to a higher level.
7. Did grant change institutional priorities?	Too soon to tell, but not likely, since STEM CSE program has long been institutionalized.
8. How Latino college-going issues addressed	Latino students are never mentioned without adding ‘and low income students,’ so it is clear that the grant is not only for Latinos, However, the issues about family support in the needs section were clearly addressing Latino family support issues.
9. How other groups’ college-going issues addressed	This successful grant proposal made no secret of the fact that African American students had even lower success and persistence than Latino students in STEM areas, and that SE Asian students also needed support. Since the issues were similar for all groups, the grant was able to successfully portray that all groups would be served.
10. How decision made to focus on these issues.	The campus demographics of almost equal percentages of African Americans, Latinos, and substantial percentages of Asians and White students make it normal for this campus to focus on the needs of all low-income students who express a desire for a degree and transfer. The grant reflects that focus.
11. College staff awareness/feeling towards grant	The CSE is well established and well supported, as it provides a pathway for many Latino and other students of color to transfer to UC Berkeley in STEM majors. This grant extends the services for those students.
12. Planning, implementation, campus buy-in issues	Due to the success of the CSE, no problems are anticipated.
13. How well meeting objectives	Too early to tell
14. Other HSI grants?	No HSI, but had Minority Science Engineering Improvement Program grants (MSEIP I 2000-2004, MSEIP II 2007-2011) to support under-represented minority and low-income STEM students and Department of Energy’s Community College Initiative and the National Science Foundation Supplemental Funding for internships. CCC also had a National Action Council for Minorities in Engineering (NACME) grant, which provides hands-on and engaging learning experience for under-represented minority students from WCCCD high schools to encourage the pursuit of engineering education.

Overall impressions

Contra Costa College has similar issues as Chabot in terms of success and persistence of Latinos and of African American students. Like Chabot, it only recently became an HSI, so this is its first HSI grant. Unlike Chabot, it has an established program to support under-represented minority and low-income STEM students—the Center for Science Excellence (CSE). One of the grant developers of this grant recommends that we focus on the achievement gap in science and math (especially higher courses) for all ethnic and gender groups that are in need of support, and that we show that faculty are willing and able to invest in intervention strategies that work. They also outlined the more detailed research that is now being expected to show the efficacy of these interventions.

Chabot College Office of Institutional Research
Carolyn L. Arnold, Coordinator
Sabbatical Reading project
Articles on Predicting the Future for Environmental Scanning

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1. World Future Society, *The Art of Foresight: Preparing for a Changing World*,
World Future Society, 2004 page 2
2. Martin Fleming and Jim Spohrer, *Co-evolution of Future Technologies and Regional
Skill-Job-Career Landscapes: Connecting Frameworks, Theories, and Models*
IBM Almaden Research Center, 2011 page 2
3. Clayton M. Christensen, Michael B. Horn, Louis Soares, Louis Caldera,
*Disrupting College: How Disruptive Innovation Can Deliver Quality and
Affordability to Postsecondary Education*, Center for Human Progress, 2011.
page 4
4. Daniel T. Layzell, "The Future is Now: Limitations of the Crystal Ball
and Other Lessons Learned," *New Directions for Institutional Research*,
Number 93, Spring 1997 page 5
5. Anna Davies, Devin Fidler, Marina Gorbis, *Future Work Skills 2020*, Institute
for the Future for the University of Phoenix Research Institute, 2011 page 7

NOTE: The complete bibliography is available in the Office of Academic Services, Chabot College.

Chabot College Office of Institutional Research
Carolyn L. Arnold, Coordinator
Sabbatical Reading project
Books on Predicting the Future for Environmental Scanning

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2. David Orrell, *The Future of Everything: The Science of Prediction: From Wealth and Weather to Chaos and Complexity.* page 11
3. Peter Schwartz, *The Art of the Long View.* page 15
4. Gary Marx, *Sixteen Trends: Their Profound Impact on Our Future: Implications for Students, Education, Communities, and the Whole of Society.* page 18
5. Gary Marx, *Future-focused Leadership: Preparing Schools, Students, and Communities for Tomorrow's Realities* page 26
6. William F. Alexander and Richard W. Serfass, *Futuring Tools for Strategic Quality Planning in Education.* page 28

NOTE: The complete bibliography is available in the Office of Academic Services, Chabot College.

Interviews with Three Consultants who predict and/or analyze trends

1. Dr. Shelley Lapkoff
Owner
Demographic Group
Berkeley, California
February 23, 2011

What she does:

What she usually does is work with K-12 districts, using their data, to forecast enrollments. She has also done forecasts for College of Marin and San Joaquin delta CCD

She looks at the past and sees how the economy affects them, and produces low medium and high forecasts. People are most comfortable seeing low, medium and high estimates.

Methodology and issues

What people really want are probabilities attached to the low medium and high forecasts, but they don't exist! There is one exception: Ron Lee at UCB, has just developed a way of doing it with 100 yrs of data. However, you have to assume a trend to start, which invalidates probability distribution. For mortality, there is a function that predicts age specific death rates. He predicts we will live a lot longer based on a model. This is as close as possible to providing probability distributions. However, one can't relate this to the local level.

One can use that method, if you pick randomly from assumptions. You would need 30 yrs of data, randomly picking from the history. Then you would use the probability distribution since they are all over the map. However, this assumes that same overall history. It is an iterative process, and you have to explain the data, with other info. For instance, inter-district transfers are restricted at different times. Some years they are capped, or there is new housing, or a shift from suburban to urban. She needs to take out the anomalies. Can she find stability? She takes out the fluctuation she can explain. They she puts them back in, separately (new housing, inter-district transfers, etc.) to see their effect.

She has a lot of data on the students – names, addresses, ethnicity, grades, names, ESL, and can see the neighborhoods changing over time. She sometimes tracks the children, and the State is now requiring fixed ID numbers so tracking will be possible.

Since 1981, she has collected enrollments by grade. School districts provide the individual data to her. Since school districts change computer systems, she becomes the keeper of the their data for years. She maintains an archive of their data.

She makes educated guesses, and is always shocked when it comes out. This means that trends continue when her guesses are correct. When her guesses are not right, it means that things change. We can't predict random events in the future.

What we CAN do: really explain the past really well. Then, clients feel more comfortable about their decisions. All the knowledge is there – here is what happened in the past, and here are three

possibilities of enrollments in the future – and they pick based on what they know or guess is happening. If they want a recession scenario, here it is.

The value she is adding:

She brings the forecast and then has a voice at the planning table. Just because she is smart, she has ideas and comments about what to do. Based on her experiences with other districts, she is a conduit of best practices just because she sees them around. She makes sense of the scenarios, and can narrow the uncertainty, so people don't fight over the data and use their own stories and fight over that.

She takes some of the pain out of making decisions. The districts are making facilities for 30 years in the future – how can they predict? The potential parents haven't met yet, let alone have kids. Birth rates and migration are hard to predict —They can change fast with no notice.

She created how to do this very specific forecasting of enrollments within districts. She does not read much about the big factors because they do not affect her little forecasting. Other factors do affect her forecasts:

Test scores get publicized, and people vote with their feet and move.

Migration from grade to grade progression is then disrupted.

Test scores have changed behaviors, more so than before...

Housing prices are more sensitive to school test scores, even more so.

Validating her past predictions

It is valuable to work with clients, annual clients, and see how old forecasts did, and modify. Her forecasts go out as long as she has birth data, and maybe assumptions of whether birth rates will fluctuate, plus or minus 10%.

In order to predict enrollments in these levels, she can only forecast out this number of years based on births that have already happened:

4 yrs for elementary schools, 10 yrs for middle schools, and 13 yrs for high schools.

Clients want to go out 30 years, but they need to know they can't.

So, the districts must make their facilities flexible, and will pay for that flexibility. They have ghost wings and Phantom plans – contingency – what you do if low or high forecast comes about. Portable buildings do provide that flexibility but are expensive. If they don't sell their district property, they have more flexibility. This is an example of advice she gives – that they can't know if they will need the property, so should just lease it out until they do.

EXAMPLE, for one district, she knew that low-income housing was coming, so they would need the space. She affects the staff and what they think, and they influence the Board. The Boards read everything!

What is noticed are the things that are not accurate; however, 90% of her predictions are correct, at least for 10 years. She likes to relate enrollments rates to the economy, and this varies by district.

What about the big cultural/social/economic shifts?

She takes into account housing, so she does get a forecast for that from city planners, but not more general things like the economy. For one city, she interviewed a wealthy Indian entrepreneur, who pointed out that Indians and Asians have been promoted, have money, have lots of kids, and they look for good districts. She thought this was good information, but the Boards don't like anecdotes like that.

What matters in her work is not the ethnicity, but the number of kids, and immigrants, the new migration into a neighborhood. She has observed that four kids are the new two kids—the new norm.

It is very hard to predict something that has never happened before! During a period of rapid change, and grade progressions keep changing, then the historical trends may not be the best predictor

How to predict big new things.

She recommends reading, *The Art of the Long View*, by Peter Schwartz of the Global Business Network (GBN). They do scenario forecasting. [NOTE: this book is reviewed in this report]

They have a good way of brainstorming scenarios and making people think about things in a new way, by picking just 2 factors. As the Global Business Network, they look for paradigm shifts; for example: distance education and another factor, and how does that affect education, in a structured way.

Major conclusion from interview

There are very specific demographic techniques to predict enrollment trends in K-12, but they are based on events that have already happened, such as birth rates, migration, test scores, and new housing. Predicting community college enrollments would be that much more complex, even if there was not a funding cap.

It is not actually possible to predict things that have not happened before, such as a failing economy, or 9/11. This was comforting to know—that even the best forecasters cannot predict major wild card events.

2. Dr. Chuck McIntyre

Owner

Computer-Aided Planning (CAP) - Enrollment Simulation & Planning (ESP)

Sacramento, California

Former Director of Research and Analysis, CCC Chancellor's Office

July 15th, 2011

What types of educational, economic, and enrollment trends do you compile or work with?

He predicts enrollment trends in community colleges. He uses economic trends, educational trends, and economic trends as well as any other population trends that might affect colleges, both those that can be managed by colleges, and those that cannot be. He calls it ESP – Economic Simulation Planning.

What is your training?

He took a lot of economics and econometrics. Learned about statistical models, theories, and tool builders. His instructor said, you guys will be those who apply these models, and he took this on.

How do you use information about those trends to inform strategic planning for your clients?

He helps them see what types of factors influence their enrollments, using econometric models. He has models with 6-7 variables, and the 'policies' are the secret sauce. With time series, he gets a high R squared [measure of fit of model], and shows that where they set fees, tuition, and budget does matter. The 15 percent unexplained fit, are the residuals from year to year, which can be correlated with level of initiatives that the district or college took. He uses a dummy variable to proxy for these initiatives, and the coefficients can be negative, such as -1, -2 or -3, or positive. Then he can tell them what to do or stop or try. He then uses the scenarios based on the models and the scenarios can start, and then influence the models, help to define them.

How much prediction into the future do you do with the information that you have?

He is comfortable only five years into the future; he will go up to 10 with many cautions. He did 15 yr forecasts for one district, which they used for their bond. That included focus groups of everyone for future planning, including community focus groups. Budget is in there as a supply, so if it is cut, it is in the model, so it models both demand and supply. He was trying to predict the number of course sections, tried to get 20-30 yrs of time series to create the model. He also found a side correlation of budget with course section and student services.

How much prediction into the future do you have the clients do with the information that you provide?

He tells them he is doing it for 15 years, but to be wary of the last 5 and caution for next 10. However, the scenario for next 5 is best, and even then you have the 2 or more scenarios. He provides a moderately optimistic scenario, even though upcoming legislation was threatening and the pessimistic scenario reflected that. However, they went with the optimistic scenario, and then the legislation came through. This is when contingency planning, in old terms, is then used.

Last year, we could assume optimistically that we would have continued federal support and things would improve, but we didn't know about the Japan Tsunami and the oil prices. Those were the wild cards that could not have been predicted.

How do you validate and modify your predictions and strategies?

None of the forecasts are going to be right, but he is pretty close! Can show each year that model worked.

What do you know about Futuring?

He used to give Society for College and University Planning (SCUP) lectures on Futuring. Why higher education doesn't do Futuring? They are too busy stamping out fires. They don't spend time studying the future. They like what he does with ESP – Economic Simulation Planning. Models put the numbers on the future, and let them react to scenarios. Without the numbers, they just have stories without knowing what will happen if they do this or that. His models, along with scenarios, pins it down so people know what they can do.

When he started this business, he was doing just quantitative work, and then he added qualitative work, then organizational work with CEOs. This became more psychological. Now, he is back to the quantitative mixed with scenarios, which he feels is the best combination. He can also predict labor market penetration, labor market, along with enrollments.

One college report looked at future forecasts in the east bay, including the health industry, and green careers, and the deans analyzed the forecasts, and carved up their areas to work on from that.

How to predict big new things.

Wild cards we can think of, but the real ones are those we have not thought about, like the financial industry and their bailout. That is why he has optimistic, pessimistic scenarios, to allow for very good and very bad things to happen.

Major conclusion from interview

This consultant has captured a complex model of community college enrollments with his statistical models, and his addition of scenarios provides a discussion foundation for his clients. They can then participate in choosing, and creating, their future. However, he points out that his most accurate forecasts are within 5 years; he is cautious and wary about time farther out.

He also agrees that true wild cards cannot be predicted.

3. Dr. James Herriot
Chief Technology Officer
NextGen AeroSciences, LLC.
Palo Alto, California
July 30, 2011

**What types of educational, economic, and enrollment trends do you compile or work with?
How much prediction into the future do you do with the information that you have?**

His company has a contract with NASA and the JPDO (Joint Projects Development Office – joint FAA, NASA, etc. organization) to predict the patterns and environmental effects of air travel in the contiguous 48 USA states during the 36 years, 2015-2050. Since this prediction is so much farther into the future than those of the other consultants, I wanted to see if learning about how trends are used and predicted in another field could provide insight about how the future could be modeled or imagined in education.

Variables:

They are using three independent variables that might affect these patterns: Gross Domestic Product (GDP), the cost of energy, and the availability of telepresence technology. These are indicators of prosperity, the availability of affordable energy, and the build-out of virtual meeting technology (sometime substituting for actual physical travel).

The dependent variables are the future business and leisure travel choices (mode of travel, distance, traffic volume, etc.) that people might make under various designated conditions.

Methodology:

They are using Agent-Based Modeling (ABM) to simulate the long-distance (>100 miles) travel behaviors of the entire US population (excluding Alaska and Hawaii). Agents are software proxies for individual people, each agent having a set of demographic characteristics (income, propensity to travel, geographic location, etc.) Agents are assigned ‘missions’ to travel to a business meeting, a visit to friends and/or family, a leisure destination, etc. Statistics are gathered from this computational modeling process over millions of missions performed by these agents, aggregated into patterns of overall travel predicted for the entire population for any designated year.

Research question:

They are testing the effects of the increase or decrease of prosperity, energy costs, and availability of telepresence on people’s travel choices in the future. The choices might range from staying home and tele-communicating, to driving, to flying, to a new form of travel, namely on-demand small electric aircraft serving local small airports.

Testing this research question involves a two-step process. First, a database must be created with people, or proxies for people, that are assigned characteristics that correlate with travel patterns under the range of conditions of the independent variables. Second, these proxies and their associated travel propensities are sampled. Detailed travel patterns can be predicted according to the choice of values for the independent variables.

Creating a database:

Since they don't have actual people in their database, they need to estimate a distribution of people's travel activities in each small geographical area or "grid square", and sample from this distribution to estimate the type of travel that would be done by people like them. This is a way to estimate what people would do, when they do not have individual level data. To do so, they use as many variables as possible that correlate with travel.

They have defined the size of each area as about 10 kilometers square or about 100 square kilometers. Hence, the U.S. contiguous 48 states are divided into about 80,000 of these grid squares of about 100 square kilometers each. As geographic computational models go, they use a fairly tight granularity, i.e., there are enough variables to provide realistic variation among people. They use demographics and travel data that they have obtained from public and private sources (e.g. US Dept. of Transportation, etc.) that are available at various granular levels (Zip, Census, County, MMSA). The travel data includes surveys of people's air and trip patterns and their reasons.

People in each grid square are drawn from a distribution of each of those variables that are assigned or estimated for each of the grid squares. "People" are then sampled from the grid squares to form agents (proxies for people). These agents carry out specific travel missions.

Example:

For instance, one trend might be that almost all business travel can be handled with telepresence. In fact, they have observed that routine, established business relationships need less travel, because the people have already established relationships of trust and familiarity within which to work. However, people in new business relationships need to travel and meet in person in order to establish that trust and familiarity. Regions of the country vary by the amount of new or established business that is occurring there. Construction activity often correlates with the presence of new businesses. Therefore, people in certain regions of the U.S., especially those with more construction activity, are more likely to travel than in other regions. These probabilities can be assigned to the 'people' in each region in the form of "propensity to travel" for business, leisure, etc.

Predicting future patterns of air traffic:

After agents (people) have been randomly sampled from the grid squares, their missions are determined by manipulating the 3 independent variables, which all influence their choices in measurable ways. By manipulating the independent variables in different ways, different travel patterns are created, including air traffic patterns. Depending on the assumptions of the independent variables, a variety of scenarios of predicted traffic patterns will be produced.

Ultimately, they can then also estimate environmental effects, for example, the carbon footprint of the various scenarios of predicted air traffic, because mitigating environmental effects is a dependent variable as well.

What I learned and how I might use this:

This was a great example of using lemons to make lemonade—using the kind and level of data that one has to estimate the level of data that one wants. This is a type of triangulation, to use a variety of variables, such as demographics and the economy and energy costs, to point to the variable of interest, in this case, traffic patterns and their associated environmental effects. The estimated demographics and other variables can be used to estimate the variable of interest, i.e. traffic patterns.

This analysis reminds me that I don't always have to have actual data; that estimated data could be just as good. I could use this model to estimate the income of students. I only have the actual income of the financial aid students, who are only 33% of the student body. However, I have estimated income data from the anonymous student survey, which I could use to predict a distribution of income for the rest of the student body, and assign an income to every student. I look forward to doing this.

In addition, it was refreshing to see the research questions in a different field, and to see that even though the same number of wild cards and uncertainties might affect these predictions, focusing on the relevant independent and dependent variables can produce very rich results. This again illustrates that it is better to plan with imperfect data, then to not plan at all.

Lisa Everett

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Everett, Lisa Ritchey
(last) (first) (middle)

Health/Physical Education/Nutrition / Same
(Division) (Subject Area)

Period of Sabbatical Leave:


Semester Fall Year 2010

Semester Fall Year 2011

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

February 1, 2012
Date


Signature

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Sabbatical Leave Committee

Sabbatical Leave Report
Lisa Everett
Sabbatical Fall 2010 and Fall 2011

Objective 1: Complete a **minimum of 6 graduate units** per semester towards a doctoral degree (100%).

I have met (and exceeded) Objective 1. I have successfully completed a **minimum of 6 graduate units** per semester towards a doctoral degree.

Since starting my sabbatical, I have completed 36 units towards an Ed.D. in Educational Leadership at San Francisco State University:

Fall 2010

EDDL	961	AMERICAN EDUCATION LEADERSHIP	3.0 A
EDDL	910	TRANSFORMATIONAL LEADERSHIP & COALITION BUILDING	3.0 A
EDDL	932	TRANSFORMATIONAL STRATEGIES TO ADDRESS INEQUALITY IN ED	3.0 A-

Spring 2011

EDDL	930	QUALITATIVE ANALYSIS OF RACE, CLASS, AND GENDER IN SOCIETY AND ED	3.0 A
EDDL	93	QUANTITATIVE ANALYSIS OF STRUCTURAL INEQUALITY IN EDUCATION	3.0 A
EDDL	962	ANALYZING CRITICAL CURRICULAR ISSUES	3.0 A

Summer 2011

EDDL	911	ORGANIZATIONAL BEHAVIOR, ETHICS, AND SYSTEMIC REFORM	3.0 A
EDDL	941	ACCOUNTABILITY AND PERFORMANCE OF EDUCATIONAL ORGANIZATIONS	3.0 A
EDDL	963	LINKING THEORY WITH PRACTICE	3.0 A

Fall 2011

EDDL	920	LITERACY AND ENGLISH LANGUAGE LEARNERS	3.0 A
EDDL	921	THEORIES OF LEARNING AND STUDENT DEVELOPMENT IN MATH AND SCIENCE	3.0 A
EDDL	964	ANALYZING CRITICAL ISSUES IN TEACHING AND LEARNING	3.0 A-

Spring 2012

In progress

A copy of my San Francisco State University transcript is attached.

Thank you for the sabbatical opportunity, so that I could focus on my studies. (I only wish I had more sabbatical left for the last year of my program).

Sincerely,
Lisa Everett

SFSU Unofficial Transcript

[SF State Gateway](#) - [MySFSU](#) - [Logout](#)

LISA RITCHEY EVERETT

As of: 01/31/12 at 19:20

-----TRANSFER DEGREE-----
 12/01/1993 BA UNIV CALIF SAN DIEGO

-----DEGREE/CREDENTIALS EARNED AT SFSU-----
 01/08/1999 MS Major: Health Science

COURSE	COURSE TITLE	UNIT	GRD	GRDPT	DATE	COMMENTS
*****ADMITTED: FALL 1997 GRADUATE STUDENT*****						
---ALL COLLEGE--- ---SFSU TOTALS---						ACAD RECD STATUS: C
0.0	0.0	0.0	0.0	0.0	0.0	COMPLETE RECORD

---TRANSFER CREDIT EVALUATION---

INSTITUTION	U/ATT	UE	GP	U/ACC
UNIV CALIF SN CRUZ	0.0	0.0	0.0	0.0
SAN DIEGO MESA CLG CC	0.0	0.0	0.0	0.0
SAN DIEGO ST UNIV	0.0	0.0	0.0	0.0
UNIV CALIF SAN DIEGO	0.0	0.0	0.0	0.0
---ALL COLLEGE--- ---SFSU TOTALS---				
0.0	0.0	0.0	0.0	0.0

FALL 1997 HEALTH SCI

H ED	710	ACCESSING HEALTH INFO	3.0	A	12.0
H ED	715	PHILOSOPHY OF HEALTH EDUC	3.0	A	12.0

---ALL COLLEGE--- ---SFSU TOTALS---						-UA-	-UE-	-GP-
6.0	6.0	24.0	6.0	6.0	24.0	6.0	6.0	24.0
	4.00		4.00			4.00		

COURSE	COURSE TITLE	UNIT	GRD	GRDPT	DATE	COMMENTS		
SPRING 1998 HEALTH SCI								
HH	382	HOLISTIC HLTH+HUMAN NATUR	3.0	A	12.0			
ISED	832	SEM-ED STAT+DATA PROCESNG	3.0	A	12.0			
H ED	725	ED STRATEGIES-HLTH PROFS	3.0	A	12.0			
---ALL COLLEGE--- ---SFSU TOTALS---						-UA-	-UE-	-GP-
15.0	15.0	60.0	15.0	15.0	60.0	9.0	9.0	36.0
	4.00		4.00			4.00		

SUMMER 1998 EXT ED SUMMER 1998 EXT ED

H ED	S	310	HEALTH IN SOCIETY	3.0	A	12.0
H ED	S	320	CONTEMPORARY SEXUALITY	3.0	A	12.0

---ALL COLLEGE---			---SFSU TOTALS---			-UA-	-UE-	-GP-
21.0	21.0	84.0	21.0	21.0	84.0	6.0	6.0	24.0
	4.00			4.00			4.00	

FALL 1998 HEALTH SCI

H ED		720	EPIDEMIOLOGY & BIOSTAT	3.0	A	12.0
H ED		740	EVAL IN HEALTH SCIENCE ED	3.0	A	12.0
NURS		706	HLTH CARE POLICY & ISSUES	3.0	A	12.0

---ALL COLLEGE---			---SFSU TOTALS---			-UA-	-UE-	-GP-
30.0	30.0	120.0	30.0	30.0	120.0	9.0	9.0	36.0
	4.00			4.00			4.00	

ALL COLLEGE GPA SFSU GPA
 4.00 4.00

DEGREE EARNED: 01/08/1999 Master of Science

COURSE	COURSE TITLE		UNIT	GRD	GRDPT	DATE	COMMENTS
*****ADMITTED: FALL 2010 GRADUATE STUDENT*****							
---ALL COLLEGE---			---SFSU TOTALS---				
0.0	0.0	0.0	0.0	0.0	0.0	0.0	

FALL 2010 ED LD CC

EDDL		961	AMER EDUCATION LEADERSHIP	3.0	A	12.0
EDDL		910	TRNSFRM LDRSHP COAL BLDG	3.0	A	12.0
EDDL		932	TRANS STRATS ADRS INEQ ED	3.0	A-	11.1

---ALL COLLEGE---			---SFSU TOTALS---			-UA-	-UE-	-GP-
9.0	9.0	35.1	9.0	9.0	35.1	9.0	9.0	35.1
	3.90			3.90			3.90	

SPRING 2011 ED LD CC

EDDL		930	QUAL ANA RACE CLS GNDR ED	3.0	A	12.0
EDDL		931	QUAN ANAL STRCTRL INEQL	3.0	A	12.0
EDDL		962	ANALYZING CRIT ED ISSUES	3.0	A	12.0

---ALL COLLEGE---			---SFSU TOTALS---			-UA-	-UE-	-GP-
18.0	18.0	71.1	18.0	18.0	71.1	9.0	9.0	36.0
	3.95			3.95			4.00	

SUMMER 2011 ED LD CC

SUMMER 2011

ED LD CC

EDDL	911	ORG BEHAV CHNG SYST REFRM	3.0	A	12.0
EDDL	941	ACCT PERF EDUCATIONAL ORG	3.0	A	12.0
EDDL	963	LINKING THEORY W PRACTICE	3.0	A	12.0

---ALL COLLEGE---			---SFSU TOTALS---			-UA-	-UE-	-GP-
27.0	27.0	107.1	27.0	27.0	107.1	9.0	9.0	36.0
	3.96			3.96			4.00	

 COURSE COURSE TITLE UNIT GRD GRDPT DATE COMMENTS

FALL 2011

ED LD CC

EDDL	920	LITERACY ENG LANG LEARNRS	3.0	A	12.0
EDDL	921	THEO LNG&STD DEV MATH&SCI	3.0	A	12.0
EDDL	964	CRIT ISSUES TCHNG LRNING	3.0	A-	11.1

---ALL COLLEGE---			---SFSU TOTALS---			-UA-	-UE-	-GP-
36.0	36.0	142.2	36.0	36.0	142.2	9.0	9.0	35.1
	3.95			3.95			3.90	

ALL COLLEGE GPA	SFSU GPA
3.95	3.95

STUDENT STATUS:

STUDENT LEVEL: POST BACCALAUREATE GRADUATE STANDING: CLASS DOCTR
 PRIMARY MAJOR: EDUCATIONAL LEADERSHIP COMM CL CREDENTIAL OBJ: NONE
 SECONDARY MAJOR: NONE
 PRIMARY MINOR: NONE

 LEGEND

CEU = CONTINUING EDUCATION UNITS, CSL = COMMUNITY SERVICE LEARNING CREDIT
 E = EXTENSION CREDIT C = OPEN UNIVERSITY, RESIDENT CREDIT
 S = SPECIAL SESSION, RESIDENT CREDIT, * = NO DEGREE CREDIT COURSE
 GW = GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR) COURSE
 BEGINNING SUMMER 2002, STUDENTS ENROLLED IN 'N' AND 'X' COURSES CAN EARN A
 MAXIMUM OF 24 UNITS TOWARDS AN UNDERGRADUATE DEGREE OR 6 UNITS TOWARDS A
 GRADUATE DEGREE. N = OPEN UNIVERSITY AND SPECIAL SESSION FOR NON-
 MATRICULATED STATUS (RESIDENT CREDIT), X = EXTENSION FOR MATRICULATED OR
 NON-MATRICULATED STATUS (NONRESIDENT CREDIT)
 CC = COMMUNITY COLLEGE, A MAXIMUM OF 70 UNITS ALLOWABLE
 ACAD RENEWAL = COURSE GRADE OMITTED FROM CALCULATION OF MINIMUM GPA REQUIRED
 FOR BACHELOR'S DEGREE PER CSU EXECUTIVE ORDER #1037

 COURSE COURSE TITLE UNIT GRD GRDPT DATE COMMENTS

 THIS RECORD IS RELEASED, AND ITS SUBSEQUENT USE MUST BE IN ACCORDANCE WITH THE
 FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (BUCKLEY AMENDMENT)

Patricia Keeling-Haines

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Keeling-Haines Patricia A.
(Last) (First) (Middle)

(Division) Communication Studies - Language Arts Division
(Subject Area)

Period of Sabbatical Leave:

Semester Spring Year 2011
Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, (including any approved modification of the application).

14 November 2011 Patricia A. Keeling-Haines
Date Signature

9/13/07

TO: Members of the Sabbatical Leave Committee

**FROM: Patti Keeling-Haines
Professor Emeritus
Communication Studies**

RE: Final Sabbatical Report

Most of you are aware that I retired last June. According to the SERP agreement, I was not obligated to teach the required year following my sabbatical leave. I have prepared for you the report on my field research and study during my semester off. It was an interesting process since I am at the end of my career. I was hoping when I originally applied to learn some new things to invigorate my teaching in my final push to retirement. I never dreamed that I would be gone so soon. I am, however, enjoying my current "adjunct" status (no meetings, imagine that!) and will, more than likely, wean myself slowing away from teaching over the next couple of years.

So here is my final report. My summaries and research are arranged in order of objectives. For Objective I, the completed questionnaire (whenever possible), syllabus and any pertinent class materials follow my individual classroom observations.

I did learn one important piece of great news through this project. We are doing things quite well, in every area, and should be proud of the Communication Studies Department. Over the last five years, with the addition of young and vigorous thinkers, we've managed to reinvent the old speech area and, in terms of what I learned out and about, we are doing things far and above what other colleges are doing. I enjoyed the classroom observations (for the most part) and reading current materials in my discipline and I will be sharing my final report with my colleagues in Communication Studies.

With that said, I would like to thank the committee for their support of this project.

Objective 1: (60%) to investigate current teaching materials, such as exercises, assignments and pedagogical approaches of various public speaking instructors.

Colleges and Professors Visited:

In accordance with my proposal, I visited six college and/or community college classrooms to interview and observe instructors. I visited the following colleges and instructors:

Modesto Junior College – Professor Todd Guy

Solano Community College – Professor Gregory Poff

Santa Rosa Junior College – Professor Susan Houlihan

University of San Francisco –Joanne Babin , Instructor

College of Marin – Professor Patricia O’Keefe

City College of San Francisco, Professor Ethel Tang Quan

I provided each instructor with a copy of my questionnaire, in advance of my visit whenever possible. Following each visit, I interviewed each instructor and went over the questionnaire with him or her. I then collected copies of syllabi and any other class materials relevant to my visit. What follows is a brief overview of my classroom visits, followed by the syllabi and course materials. At the end of the report (Appendix) , I have provided a brief summary of the responses to the questionnaire.

Classroom Observation #1: March 10th, 2011

**Professor Todd Guy
Modesto Community College
435 College Avenue
Modesto, California 95350**

I observed a typical Public Speaking class (Communication Studies 1) that Professor Guy was teaching in the Pirates Village, a temporary classroom setting at Modesto Community College. I mention this setting only because the campus is under renovation so the access to technology in the classroom was very limited. You will note that on his questionnaire, he referred to the smart classroom that he would be teaching in this fall and was very excited at the prospect. This instructor has taken many courses and workshops on technology in the classroom and seems to be well prepared to step into a smart classroom. In addition, their speech area was to open up a communications lab this fall, as well.

Professor Guy's class was obviously engaged on this particular day. The lesson plan included listening to individual speeches and providing feedback, both verbal and written. I found it interesting that many of the instructors I visited, including Professor Guy, use written peer critiques. I have always avoided this for fear that students might write inappropriate or confusing responses and, frankly, I do not have the time in my classes to read every single peer critique. Professor Guy provides them with clear guidelines and an evaluation sheet to follow when preparing their peer critiques (attached). He spends a great deal of time at the beginning of each semester building his speech community, which he also thinks reduces speech anxiety. We discussed some of the exercise he uses such as the Lifeboat Game, which I have also used successfully. I do think written peer critiques is something I will include in my classroom going forward but I do not think I will award points for providing critiques.

In reviewing his syllabus, I found it adequate in terms of stating realistic student learning outcomes. In our discussion, he told me his area was still working on their SLO's and would, hopefully, have them completed by the end of the semester. Their small area is currently very understaffed and the college, as a whole, is undergoing major cuts in staffing. It is a very difficult time for the college as instructors who have been there twenty plus years have had their entire areas eliminated. The environment, frankly, isn't very conducive for any kind of creative planning. Even

with the prospect of a bright and shiny new campus, Professor Guy told me that most folks are worried about their jobs, not SLOs or PLOs.

Classroom Observation #2: March 15th, 2011

**Professor Gregory Poff
Solano Community College
4000 Suisun Valley Road
Fairfield, California 94534-3192**

I visited Professor Poff's morning section of the Introduction to Public Speaking class. This instructor uses a very unusual process for teaching public communication with major emphasis on delivery. He has been a very successful forensics coach, winning several national championships, and his classroom reflects his coaching style. He prefers to set up a "small group" atmosphere, typical of a coaching session. His class is divided into to three groups and these subgroups work independently of each other in terms of preparing, delivering and evaluating their speeches. On my particular day, a group of eight students (the class size is 23) arrived, ready to do their first "rehearsal" speech for each other. During this session, these students turn in a detailed outline to the instructor and then deliver their speeches. The instructor, who sat at the back of the room at a small table for the entire session, then offers a detailed and rather intense critique of the speaker and their message. Some of the critique centered on organization and citation, but the majority of the comments focused on delivery and what the student should do in practice sessions before their final presentation.

What I liked about this session was the use of students to introduce each other. It was clear that they had worked together for some time and that the small group approach made them very comfortable performing for each other. My concern is that these groups never interact with each other. Ostensibly, this is a small group communication course not a public speaking course. I left wondering how these students would react in front of a larger audience with a more diverse demographic. In addition, they did not benefit from peer critiques as only the instructor gives comments after each speech. The students do provide a written evaluation for each other but still, I think the critiques given at the moment are the best in terms helping the individual speaker.

This instructor builds into his class a rather punitive attendance requirement that allows the small group approach to be successful. Also, the same speaking order is

used all semester. I suppose this rigid structure would be helpful for some students but let's face it, "stuff" happens.

The classroom was in a portable type building and didn't appear to have too much in terms of built in tech support. The instructor assures me on his questionnaire that he uses a smart classroom and online support. This was not evidenced, however, by any of the student presentations.

Classroom Observation #3: March 16th, 2011

**Professor Susan Houlihan
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, California 95401**

This was the class I was waiting for - interesting, original and engaging. Professor Houlihan, whose reputation is well known in the speech community, led a great class of twenty-six students, focused on persuasion. I came away with several original ideas (to me) that I will definitely incorporate in my classes going forward.

Professor Houlihan begins her classes with "Question of the Day," led by a student M.C. Each student is assigned a day to be the class M.C. (Master of Ceremonies). On that day, the M.C. takes roll and asks the question of the day. On this particular day, the question was "What is the worst injury you've ever sustained?" The goal is to start the class in an upbeat and positive manner. The students had many interesting and entertaining stories to tell and everyone seemed very engaged in the activity. It gives the audience a chance to know more about each other and it gives the individual student M.C. an additional opportunity to be up in front of the audience and to communicate in a more extemporaneous manner. She limits the exercise to 5-7 minutes (although they went a bit over this session). A simple ice breaking exercise that also develops the students' understanding of the concept of demographics and psychographics - brilliant!

One thing I've noticed in my years of teaching persuasion is that many students have difficulty developing a real passion for their topic. Even students who do the obvious research and are well organized often have difficulty developing the appropriate "tone" of persuasion. Professor Houlihan uses an exercise called the "Complaint" speech as a step to persuasion. The objective of the speech is to practice the "art of complaining and problem solving." It can be a personal or social complaint and

should last 3-5 minutes. Students really learn the importance of tone when they are complaining about something near and dear. One topic that was discussed during this session was PDAs (Public Displays of Affection). The student discussed it with great humor and passion and is considering the area of censorship for her longer, more complicated persuasive speech. I will definitely use this activity as I prepare my students for their persuasive speeches.

Classroom Observation #4: March 28th, 2011

**Joanne Babin, Instructor
University of San Francisco
2130 Fulton Street
San Francisco, California 94117**

I observed Ms. Babin's evening "Introduction to Public Speaking" course and, interestingly enough, the class consisted of true freshmen. I mention this because my evening classes at Chabot have always attracted the older student. I'm guessing this is partly due to the fact that USF is a four-year university. Still, it was interesting to observe this very energetic group of younger students as they presented and discussed informative speeches.

The classroom was in an older building and the technological support was limited, at best. It took several minutes to figure out the sound for one speech and several more to figure out how to connect the lap top for another. I was silently appreciative for what we have at Chabot in terms of smart classrooms and tech support. Still the speeches were creative and well organized. Again, no verbal critiques are given after the speeches but the instructor provides written critiques on a grade sheet which is returned the following class meeting. This instructor also requires students to write critiques for 8 speakers for each type of speech presented throughout the semester. Her critique is graded on a plus/check/minus basis and affects the final grade based on quantity and quality. I'm not sure if these are ever given back to or shared with the speakers. Again, I'm not sure if this is something I would ever do in my classroom. First of all, I think the speaker expects something other than applause after presenting their speech. In my classroom, I call on one student randomly to offer appropriate comments (we go over the format in advance) and then I add my two cents worth.

Two things I appreciated that Ms. Babin does in her course is her emphasis on extemporaneous delivery and an assignment called "My Life Changed" speech. In her

syllabus, she is very clear that speeches read from a manuscript are not acceptable, in fact, they will receive a failing grade. She requires her students to deliver from an outline (which I do also). While her method may seem too punitive, I'm actually thinking of including this on my syllabus. It's really very difficult to get students away from scripted presentations.

Like Ms. Babin, I try to throw in a "fun" speech after the initial ice breakers just to give the students another opportunity to experience audience response. I've done "My World and Welcome to It," a speech meant to focus on each student's understanding of their own particular culture. Ms. Babin uses the "My Life Changed" speech and we discussed this after class. In this speech, the topic options are much broader for students. For example, they can talk about a particular experience, a class, or a mentor. One of the difficulties I have, believe it or not, with the "My World" speech is that many students don't even understand the concept of culture and how it influences their world view.

This was a very interesting class and Ms. Babin is an excellent, energetic instructor. We talked at length after class regarding her recently published chapter on humorous speaking. I plan on adding that to my bibliography and suggesting it for our courses at Chabot.

Classroom Observation #6: April 4th, 2011

**Professor Ethel Tang-Quan
City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112**

This wasn't the most satisfying visit of my sabbatical. The buildings at City College are difficult to find and once you've found them, difficult to enter. I kid you not. The building I was attempting to enter, the Cloud Building, had several different entrances and for my classroom, you needed to go outside, down stairs, through a very dark and dirty breezeway until you found the one door that let you in. The whole campus is extremely dirty and unkempt with very few maps and little signage. When I eventually found the room, the door had no peep hole so I had to knock. I was let in and the classroom was a mess. Most of the desks were broken and a few of the students had difficulty even fitting into the seat (not heavy, by the way, just tall). The windows were actually broken and the projector screen, which the instructor attempted to use later in the class, was ripped halfway off the top bar. I took a seat at

a filthy desk and couldn't help but reflect on those old 50's movies where the high school teacher tries to save the souls of the juvenile delinquents at the school where no one cares. So why is this important in a sabbatical report. I think we all know how important the learning environment is for our students and I was under the impression that colleges in this state had a modicum of respects for their clients. To tell you the truth, I learned very little through this visit and when I left, I felt a little emotional thinking about the young and old learners coming to a place that has so little regard for its students and faculty.

With that said, the instructor was teaching the "Basic Public Speaking" course, which is a "foundation" course for their transfer course. The numeration of their courses is very confusing and it was explained to me that they were in the process of moving to a new division and they hadn't quite completed all the curriculum revisions. Imagine the difficulty the student would have navigating through the schedule when the numbers aren't in order.

The assignment the students were working on was interesting, at least. They were assigned groups and were working on the "Voice of the Voiceless" symposium speech. Each group was charged with researching a particular group they deemed "voiceless" such as Vietnam Veterans or transgender people or families of incarcerated persons. Each member of the group speaks on a different aspect of the topic's needs. For example, one group spoke for "Domestic Violence Shelters" with one speaker identifying the group's practical and physical needs and another identifying and speaking about psychological support systems. It was an interesting idea.

Professor Tang-Quan and I walked back to her office and chatted about texts and renovations. I took notes on the questionnaire as she had not even looked at it and seemed reluctant to fill it out even after I asked her several times.

Classroom Observation #5: March 30th, 2011

**Professor Patricia O'Keefe
College of Marin
835 College Avenue
Kentfield, California 94909**

I had another great classroom visit with an experienced, energetic instructor when I visited the College of Marin. You can tell Professor O'Keefe's been at this for a while.

Her class was huge (30+ students) and a bit unruly when I first arrived but she was able to collect the group and get them focused as soon as she entered the room. This particular class focused on student presentations (4) and group work. The speeches were fine but what I found interesting was the method of critiquing. All four speakers presented with no comments immediately following their presentations. Then all four speakers left the room and the rest of the students were broken up into groups of five or six. Each group deconstructed the speeches, adding comments and critiques to a written critique sheet. After about fifteen minutes, the speakers were brought back into the room and listened to the different group's appraisals of their presentations. Every speaker is given this kind of "group" evaluation and then they are given the written critique prepared by each group. I think this is a very good method because it offers almost immediate feedback and the comments are filtered and edited through a group discussion before the student hears them. I would try this in my class but it seems a bit time consuming.

Again, this was a college going through major renovation. The classroom lacked any kind of built in technology (other than lights, of course) and the students and the instructor had difficulty dealing with equipment that was malfunctioning or just not properly integrated into a workable system. Lots of time lost in figuring out how things work and this reminded of the bad old days at Chabot when projectors failed to arrive and VCRs failed to turn on.

Professor O'Keefe, while noting that her college has no communication lab, has integrated tutoring right into her classroom. Her tutors, who are trained by her and are paid as teaching assistants, are required to sit in the classroom and provide service directly before and after each class session. Great idea!

In addition to these visits, I did phone interviews or off site interviews with the following institutions and instructors:

Diablo Valley College – Jennifer Tejada

Mira Costa College – Professor Neil Moura

In addition to these visits and interviews, I also obtained surveys from the following institutions:

Cabrillo Community College – Kanda Whaley, Instructor

Ohlone Community College - RaeAnne Ianniello

Communication Studies I Fundamentals of Speech Communication

Chabot College, Patti Keeling, Instructor

Office #451J,

extension 6827

pkeeling@chabotcollege.edu

Office Hours: Tuesday, 12-1 and by appointment.

More people fear public speaking than any of the other well-known phobias. This may or may not make you feel better about our class but at least you know you are not alone. If I could completely erase your fears, I'd be on a book tour. What this class can do is focus on the importance of effective speech communication and teach you some practical tools that will, hopefully, make you a better communicator. With this in mind, I am asking all of you to fill out a student assessment sheet on separate page for discussion and to guide us through the rest of the semester. This is due the next time we meet. I will return your assessment to you at the end of the semester at which time you will be asked to reassess your progress in the class.

Speaking Assignments:

1. **Introductory Profile (2-3 minutes)** - you will be interviewing and introducing one of your new classmates to the audience. This is an excellent icebreaker and also helps us to develop our audience profile. Please provide the instructor with a copy of your complete text for full credit. (25 points)
2. **Oral Interpretation Assignment (5 minutes)** - a dramatic presentation of literature. This helps us begin to work with our voices, understand the importance of tone and help the student continue to gain confidence. We will have a guest performance and videos to give you an idea of what can be done with oral interpretation. Please provide the instructor with a photocopy of your selection. (50 points)
3. **Informative Speech (5-7 minutes)** - Specific requirements for this assignment will be discussed in class. Student must turn in a full-sentence outline and bibliography before speaking. Student must have a minimum of three source citations and three visual aids. (100 points)
4. **Impromptu Speech (5-7 minutes)** - We will discuss this assignment in class. It requires no outside research or preparation. Students are given two minutes to prepare an extemporaneous speech to last no longer than five minutes. (50 points.)

5. **Complaint Speech (3-5 minutes)** –Students are to pick a topic, focusing on a personal or social issue and write a “gripe” speech, complete with an explanation of the problem and what you would like to see done to resolve the issue. It can be anything from people who cut into the express line at the grocery store to unfair or discriminatory parking rules. Tell us what ticks you off! (50 points)
6. **Persuasive Speech (5-7 minutes)** - Using a problem/solution format, students will persuade their audience to move to action, adopt their plan, etc. Students must have a minimum of three sources and must turn in a full-sentence outline with bibliography before speaking. No visual aids required. (100 points)
7. **FINAL SPEECH - (5 minutes)** Students can choose any type of “Special Occasion” speech, including but not limited to a Toast, a Speech of Introduction, an Award Presentation or a Nomination. Fellow students will be the subject of your presentation with names being drawn from a hat. (100 points)

Other ways to rack up points:

1. Students must turn in a thesis statement and brief outline for group discussion for the final three speeches. This will be done the class meeting before the speeches begin. (10 points each).
2. In-class group work - Group activities can include in-class debates, research treasure hunts, and group writing projects. We will, hopefully, have time to include impromptu speaking which will give students an opportunity to earn 25 points.
3. Question of the Day: Once a week, student’s will act as the “master of ceremony” to begin a class, including taking role, warming up the audience and asking the all important, “Question of the Day.” Think about some secret or provocative information you’d like to know about your audience and submit your questions to me. Extra points if your question is selected!
4. YAK points. Students can earn up to 10 YAK points (they have made the difference between a C and a B in the past, for example) just by coming to class with an interesting subject for discussion.
5. Research Journals: To Be Discussed In Class. Each time a journal is turned in, it should contain four new articles and one to two paragraphs of typed analyses. Two articles should be controversial in nature and two of the articles should be more informative in nature. Each journal is worth 20 points for a total of 60.
 Due Dates: First journal due September 22nd
 For future due dates, see Class Calendar. (I do not accept late journals).
6. Critical Thinking – Speech responses. Students are to view two speeches during the semester and provide a written critique (10 points each)
6. Midterm Exam - 100 points. All exams and quizzes are done through Course Compass. Specific chapters to be assigned.
7. **DON’T MISS CLASS. EVERYTIME YOU DO, YOU LOSE FIVE POINTS.** More importantly, you miss vital discussions and student speeches. Students are given an opportunity, however, to erase absences via extra credit assignments.
8. Speech Night- TBA (10 points)

Class Materials: Public Speaking Handbook, Beebe/Beebe and Course Compass. You have the choice between a hardback text OR ebook but Course Compass is required for all students. All reading assignments will be noted on the class calendar. Two notebooks for notes and the research journal.

Class Calendar: I will provide a calendar with due dates and reading assignments in the next few weeks. Your assignments for the next three weeks are as follows:

Week I - Read Chapters 1, 2 & 3 for discussion.

Class Interviews.

Week II - Read Chapters 4, 5 & 6 for discussion

Interview presentations.

Week III - Finish interviews. Read Chapter 7-10.

Possible Quiz on Chapters 4-7

Other important things to know:

~ If you should have to arrive late on speaking days, do not disturb speakers. Wait for applause and then enter quietly. Fifteen minutes late for class is considered an absence.

~ We will draw speaking order twice during the semester (to accommodate the different requirements). You must speak in the order you are assigned or make your own arrangements with a classmate. If you miss your speaking opportunity, I will try to reschedule you on another day during the assignment (loss of ten points). If there is no time, you will be given a chance to speak on "Makeup Monday" or "Try Again Tuesday" towards the end of the semester (loss of twenty points).

~ Be respectful of others. It is difficult to hear ideas we might not agree with, I understand that, but a truly good thinker and listener is able to work toward understanding different positions without feeling threatened – that's the very beginning of critical thinking. Since you will be asked to provide critiques now and then, it is crucial that you commit to listening for understanding.

~ Familiarize yourself with the college policy on plagiarism. In my class, any student caught plagiarizing will receive an "F" on that assignment with no opportunity to make it up. Severe abuse of academic policy will result in an "F" for the class.

Communication Studies I
Fundamentals of Speech Communication

Chabot College, Patti Keeling, Instructor

Office #451J,

extension 6827

pkeeling@chabotcollege.edu

Office Hours: Tuesday, 12-1 and by appointment.

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8. **Speech Night- TBA (10 points)**

Class Materials: Public Speaking Handbook, Beebe/Beebe and Course Compass
You have the choice between a hardback text OR ebook but Course Compass is required for all students..
All reading assignments will be noted on the class calendar.
Two notebooks for notes and the research journal.

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~Familiarize yourself with the college policy on plagiarism. In my class, any student caught plagiarizing will receive an "F" on that assignment with no opportunity to make it up. Severe abuse of academic policy will result in an "F" for the class.

*If I should be more than fifteen minutes late, please send someone over to the Language Arts Office to be sure I am coming.

* If you have any questions about materials covered in class, concerns over your grades, etc. please come and see me during my office hours. Do not wait until the end of the semester to try and salvage your grade.

*Please take care of your own enrollment problems. If you need to drop the class, while I appreciate being informed, it is up to you to go on-line or to admissions and records and drop yourself.

September 5th- Last day drop with NGR

November 4th- Last day to withdraw with a "W"

December 13th- Last day of regular instruction

December 13-20 Final Examination Period

Objective 3: Review, update and enhance media resources used to teach Public Speaking at Chabot College.

Unfortunately, the Communication Studies area at Chabot College is light years ahead of many of the other colleges in the state in terms of technology in the classroom. While there is a wide variety of technological support systems being used (some integrated in the classroom; some resembling the good old “electronic cart”), none of the instructors I visited and/or interviewed currently use an ebook. Our area is currently reviewing several options for Fall 2012 for adoption by all instructors in our area. Our belief in the ebook comes from over three years of testing the Pearson product as well as online seminars and presentation by a variety of publishers. We believe this is the future for our students in communication studies. Plus, we have been able to drastically reduce the cost of our text books for our students by adopting it as the required text for all sections of Communication Studies 1.

With that said, and since we did receive some funding for our Communications Laboratory, I did review several books that I feel would enhance our library and also made note of recommendations made by the professors I interviewed.

The Thirteenth Arguments: Enduring Debates that Define and Inspire Our Country.

Howard Fineman, Random House, N.Y. 2008

A great book for our students who, as a whole, seem to know very little about recent American history. A couple of factual errors (War Powers Resolution and Nixon Impeachment) are, unfortunately, also in the book but it could lead to an interesting discussion of history revision or even journalistic responsibility.

Thinking, Fast and slow

Daniel Kahneman, Harcourt Brace, NY 2011

Judgment and decision making as argued by Nobel prize Winner, Daniel Kahneman. I haven't even finished this yet (only available on Kindle) but it's one that I would highly recommend not only for our students but for our colleagues, as well. Before we truly get lost in the world of current jargon (can you say "neuroscience") why not try to understand the way we think from someone who actually can think. I don't mean for that to sound quite so cryptic but, really, read this book. As the author himself states, "it is a psychodrama with two characters – System 1 and System 2."

The Typhoid Marys of the Left: Gender, Race and the Broadcast List

Carol Stabile, Routledge: Taylor and Francisco 2011

(available online 25 July 2011)

Ever wonder why 50's television was so – shall we say – white? This book examines the culture that brought about the elimination of the very people who could have shaped a different look at that era – the actors, writers, directors and producers who were blacklisted. Professor Stabile is particularly interested in the blacklisting of such pioneering female broadcasters as Hazel Scott and Jean Muir.

If we can find it at a reasonable price, this little pamphlet started it all:

Red Channels: The Report of Communist Influence in Radio and Television

Published by COUNTERATTACKS

The Newsletter of Facts to Combat Communism

55 West 42nd Street, New York 18, New York

\$1.00

I found a collector's copy online for \$27.00.

Racial Propositions

Daniel Martinez HoSang, University of California Press, 2010

An interesting look at how diversity has been honored and dishonored in post World War II California. An excellent text for Persuasion and Debate classes and a good source for speech topics.

Mistakes Were Made (but not by me)

Carol Travis and Elliot Aronson, Harcourt Press, Orlando, Fla 2007

A compelling look at how the brain appears to be wired for self-justification. Great for argumentation and debate classes. It would be the perfect accompaniment to "Why People Believe Weird Things" (Michael Shermer) which I already use as a reference in my Public Speaking course.

The Pocket Guide to Critical Thinking

Richard L. Epstein, Wadsworth, 2005

Short, to the point and cheap. Highly recommended as an accompaniment to any Public Speaking text, as well as for persuasion courses. As he states in his preface, this "little book is meant as a summary and guide to the art of reasoning well in daily life."

Speaking Up without Freaking Out

Matt Abrahams, Kendall Hunt, IA 2010

25 techniques for confident, calm and competent presentations, this book is perfect for the beginning speaker. Another short and inexpensive text meant to help nervous speakers or anyone who just wants to feel more relaxed while they are performing the most anxiety ridden exercise of all – public speaking.

Babin, Joanne (2008) Speaking to Entertain 2E. Pearson Custom Publishing, Boston.

A great addition to any text, this gives enough information about writing with humor to help any students wanting to create successful after-dinner-speeches. Great examples of how to develop humor through word choice and with the help of presentation aids.

Encyclopedia of Communication Theory (Volumes 1 and 2)

Stephen Littlejohn/Karen Foss, Editors

Sage 2009

This collection came highly recommended by Professor O'Keefe at College of Marin. While I didn't read the whole collection, I am familiar with the work of Littlejohn and Foss and they are quite respected in our field. This collection is a one-stop source for a fairly comprehensive overview of the field of communication studies, from classical Greece and Rome to modern day writers and thinkers. Pricey but it would be an incredible edition to our lab's library.

Recommended by Professor Tejada:

World of Strangers (Berkeley Press) DVD for Intercultural Communication

National Geographic's "World's Apart" also for Intercultural.

Recommended by Professor Moura:

Great Speeches of the 20th Century – McGraw Hill

Appendix
Summary of Questionnaire Responses

- 1. Nothing new here. Most are using exercise similar to those assigned in our area, such as the interview and presentation of new students.**
- 2. Interesting approaches to the evaluation process. I found most to be too complicated and I still don't think written peer evaluations are valuable.**
- 3. Only one college said they even had an interest in developing an agreed upon standardized rubric. I agree that this would be a tough idea to sell. I experienced some of the same difficulty and resistance while working on a faculty inquiry group. We tried to create a standardized rubric for oral presentations in courses outside of Communication Studies. We weren't very successful.**
- 4. Most instructors rely on the tried and true "build a safe community" theory. Not too much on how that community is actually built.**
- 5. I was surprised by how many instructors hadn't really thought about cultural differences in teaching critical thinking.
Follow-up: the consensus seemed to be that the persuasive speech was the best assignment for critical thinking.**
- 6. Those that did relied heavily on the outline assignment.**
- 7. Best idea came from the instructor who suggested showing different outline strategies for each type of speech.**
- 8. Most encourage outside events such as speech night, tournament observations, etc.**
- 9. Of the schools visited, no one is using an ebook at this time. The instructors were pretty split as to their satisfaction with the current text they were using.**
- 10. What they said and what I observed was somewhat different. If there was a projector in the room, some thought this made their classroom smart. Some didn't seem to care one way or another. One in particular, Modesto, was excited about the renovations to the campus which will feature smart classrooms next year.**
- 11. The majority either had or would be getting a new communications laboratory. When I originally put together my project, we were having a great deal of difficulty finding funding and space for ours. Those problems have solved.**
- 12. A few recommendations were made and I listed them in Objective 3.**

Patti Keeling, Professor of Communication Studies
Chabot College
Sabbatical Questionnaire

1. What methods do you use to assess student skill levels at the beginning of the semester?
2. What methods of evaluation do you use for student presentations? Do you include peer evaluation and, if so, how do you incorporate peer evaluation into the process?
3. Has your department agreed upon a standardized rubric for evaluating written and oral performance skills?
4. Do you have a successful strategy for helping students overcome stage fright?
5. How do you address cultural differences in developing critical thinking skills?

Follow-up: What specific assignments do you think best reveal a student's understanding of critical thinking?

6. How much written work is assigned in your basic Public Speaking course? Do you assign, for example, a specific critical thinking essay?
7. Do you have a successful strategy/assignment for teaching the students how to organize ideas in outline form?
8. Do have any assignments that take the student outside the classroom to experience communication in a public setting?
9. Are you satisfied with your current textbook? Are you currently using an e-book?

If so, please provide the title and publisher.

10. How much technology do you use in the classroom? In other words, are you in a "smart classroom" and do you incorporate online resources into your classes?
11. Do you have a separate communication studies lab on campus? If so, where is it located? Do you have a coordinator for the lab? What kinds of activities take place in the lab?
12. We are trying to create a centralized library for our Communication Studies Department. Are there specific Video's, CD's DVD's, speech texts, etc. that you would recommend for inclusion?

Marcia Kolb

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Kolb Marcia S.
(last) (first) (middle)

Math/Science Math
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Fall Year 2010

Semester Spring Year 2011

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

Oct. 12, 2011
Date

Marcia Kolb
Signature

ACADEMIC SERVICES
CHABOT COLLEGE
10-13-11

Objective 1

- A. Learn the basics of the computer language MATLAB.
- B. I enrolled in Engineering 25, Computer Methods for Scientists and Engineers, at Chabot in Fall 2010. The textbook was Introduction to MATLAB 7 for Engineers by William Palm. It covered all the main elements of MATLAB – arrays, functions, programming, plotting, applications to linear algebra, calculus, differential equations, and SIMULINK simulations of dynamic systems. After a lot of hard work, I completed the course with a grade of A.
- C. Official grade report is attached showing that I completed the course.

Grade Report - Chabot - Las Positas Community College District

Fall 2010

<u>Course Information</u>	<u>*Grade</u>	<u>Course Units</u>	<u>Earned Units</u>	<u>GPA Units</u>	<u>Grade Points</u>	<u>Instructor</u>
ENGR 25 Comp Methods Engineer/ Scien A		3.00	3.00	3.00	12.00	B, MAYER

				<u>GPA</u>	
<u>Term Totals:</u>		3.00	3.00	12.00	4.00
<u>Cumulative Totals:</u>		3.50	3.50	14.00	4.00

Academic Standing:

*** Grade Description:**

A = Excellent	I = Incomplete
B = Above Average	RD = Report Delayed
C = Average	W = Withdrawal
D = Barely Passing	IP = In Progress
F = Failure	CR = Credit
	NC = No Credit

Objective 2

A. Become acquainted with the ways in which MATLAB can be used to enhance instruction in mathematics courses at the community college level, particularly in Linear Algebra. Use this information to develop a proposal for curriculum change at Chabot.

B. I contacted colleagues at local colleges and universities, asking a prepared list of survey questions about how they used (or didn't use) MATLAB in conjunction with their linear algebra courses. For those who responded that they do use MATLAB, I asked for examples of how they used it, which I tried out (using my new MATLAB skills).

After collecting this information I evaluated the feasibility and desirability of including a MATLAB component into our current linear algebra course.

My overall conclusion, after completing this project, was not at all what I had originally anticipated it would be. I discovered that only two of the colleges I surveyed consistently incorporate MATLAB (or similar technology) into their linear algebra courses. The reasons given were pretty consistent – faculty felt that at this level it was more important to spend the limited time on the theoretical and conceptual underpinnings of the subject. The two colleges that do incorporate MATLAB added an extra unit (either to the course or as a separate stand-alone course). My own experience with learning MATLAB was that, like other powerful software tools, it takes a fair amount of time to become proficient at using it.

I was especially intrigued with the idea of following the lead of Las Positas College, and adding an extra unit to our linear algebra class in order to facilitate a MATLAB component. However, after analyzing the implications of that for our students I concluded that the difficulties would outweigh the benefits, so I am not recommending this curriculum change to the math sub-division at this time.

C. Attached documentation:

1. Report on survey results
2. Evaluation of MATLAB materials received from colleagues at other colleges. Due to their length I am including only an electronic copy of these materials.
3. Recommendations for incorporating technology into Chabot's Math 6 course

LINEAR ALGEBRA AND TECHNOLOGY
A SURVEY OF LOCAL COLLEGES

The purpose of this project was to find out how other local colleges utilize technology, specifically MATLAB, in their lower division linear algebra courses.

I decided to survey the following colleges:

Las Positas
Diablo Valley
Laney
Ohlone
San Francisco City
College of San Mateo
San Francisco State
Cal State East Bay
San Jose State
UC Berkeley
UC Davis
UC Santa Cruz

I first checked websites and catalogs for information on each college's lower division linear algebra course. Three colleges (SF State, SJ State, and UCB) offer a combination linear algebra and differential equations course. At SF State and SJ State, this is offered only as an upper division course; at UCB it is a lower division course. The other colleges all offer a linear algebra course similar to our Math 6.

Next I created a letter and a set of survey questions. I sent it to the following instructors who were currently teaching linear algebra. (I omitted SF State and SJ State because they have no lower division course.)

Despina Prapavesi, [Mathematics Department Chair, Diablo Valley College](#)

[Ming Gu, UC Berkeley](#)

Amy McLanahan, City College of San Francisco

Donald Wolitzer, CSU East Bay

Rob Smedfjeld, Ohlone College

J. C. Bremer, UC Davis

A.N. Berman, UC Santa Cruz

Derrick Smith, Laney College

Craig Kutil, Las Positas College

LETTER AND SURVEY QUESTIONS

Dear Professor _____

I am a math instructor at Chabot College looking for information about your College's lower division linear algebra course. I'm writing to you because I believe you are teaching that course at this time. If there is someone else in your department who I should send this request to, could you please send me their contact information?

I'm interested in the issue of expanding our course, which currently focuses on basic theory, to include more applications and use of a computer software such as MATLAB. Our sister college, Las Positas College has included an introduction to MATLAB as an official required part of their linear algebra course for several years. I'm surveying other local colleges and universities to find out their practices in this regard.

We are especially concerned that we provide our transferring students, many of whom transfer to _____, with the background they need to succeed when they transfer. The primary reason for introducing MATLAB in linear algebra is that it would allow us to demonstrate and assign more complicated and more realistic problems. It's also argued that students will need to use MATLAB or a similar software later in their more advanced courses or in their careers, so we should make sure they've been exposed to it. On the other hand, many of us feel that we should focus our limited class hours on the main theoretical concepts of linear algebra and leave applications for other courses.

I'd appreciate it if you could take a few minutes to give me your responses to the following questions:

1. Does your lower division Linear Algebra course require the students to use technology to solve linear algebra problems?

a) If yes

What software do your students use?

How do you train them to use the software?

Do they purchase it or does the college provide it?

What types of problems or projects do the students do? Would you be willing to share these projects with me?

Does your textbook integrate the use of technology into the problem sets?

b) If No

Is this a matter of instructor discretion rather than official course content?

2. What are your thoughts on the desirability of having students use software such as Matlab as part of their introductory linear algebra course?

Thank you very much for your help.

Marcia Kolb, etc.

RESULTS OF THE SURVEY

I received responses from all the colleges except U.C. Santa Cruz. Only one instructor actually filled out the survey as I sent it, but they all responded to the questions in a more casual way and were happy to correspond with me about their answers.

Here is what I learned:

1. Most of the colleges do not incorporate MATLAB, or any other technology into their linear algebra course. The most common reason given was that instructional time is scarce and they felt it more important to focus on theory and proofs of theorems. As one instructor pointed out, it's important to have the students work out the algorithms by hand in order to understand the basic ideas. Using MATLAB too soon could short-circuit that process since it gives the answer immediately without any explanation as to where the answer came from.

Another factor in the decision not to require MATLAB use is that faculty are reluctant to ask students to purchase the software (a student copy is about \$100). UCB has MATLAB available to all students on its network, but most colleges, like Chabot, have a limited number of computers loaded with MATLAB and some colleges don't have any.

Two instructors commented that the matrix capabilities of graphing calculators could be used to solve many applications that are too complex for hand calculations, thus obviating the need for students to tackle a software system such as MATLAB.

2. Almost all instructors felt that incorporating MATLAB was desirable and could enhance teaching of applications of linear algebra. However, taking time from the linear algebra course itself to teach MATLAB to students was not considered feasible.

3. Laney and Ohlone have instructors who do incorporate MATLAB into their courses, but it is up to the individual instructor and most do not. Several instructors indicated that they use MATLAB in their lectures when illustrating complicated applications not amenable to hand calculations.

4. Two schools, Las Positas and UC Davis, require students to learn and utilize MATLAB as part of their linear algebra course. Las Positas has a one-hour weekly lab as part of their course. U.C. Davis students are required to take a separate one-unit course concurrently with linear algebra. At Las Positas the instructor uses this hour to demonstrate how to use MATLAB commands and to have students work linear algebra homework problems using the software in the lab (most textbooks include problems specifically designed to be used with technology). At U.C. Davis, students complete on-line lab assignments to get credit for the MATLAB course.

Evaluation of MATLAB Materials

Derrick Smith of Laney sent me copies of the MATLAB materials he created for his linear algebra students. Included are 7 "labs", each one organized around a chapter in the textbook he was using at that time. The labs are designed to introduce the students to MATLAB commands and at the same time practice some of the linear algebra skills introduced in the chapter. These labs are well-written and detailed, but are geared to a specific textbook, so not easily adapted to use by other schools using other texts. However they certainly provide some useful ideas about how and where MATLAB can best be used in a standard linear algebra course. After working through these materials myself it was clear to me that students would need to devote a substantial amount of homework time to complete them satisfactorily.

Mr. Smith also provided a copy of a linear algebra "project" he designed for his students, titled "Linear Algebra and Music". In it he explains some of the basic physics of sound, including the differential equations governing sound waves, shows them the basics of solving the differential equations and has them use MATLAB listen to and plot the graphs of these solutions. He then has the students decode the sounds, in the process utilizing the linear algebra concepts of vector space of functions, orthogonal basis, and inner product. This is essentially an introduction to Fourier analysis in the context of musical sounds. I found this to be a very challenging and interesting project, but also very time-consuming to complete. Based on my experience I would guess that most students would need a lot of help to understand the more advanced ideas this project introduces. I would consider using it as an extra credit project for an ambitious student.

Copies of the labs and the project are in separate attachments. Due to their length I have included them in electronic format only.

Recommendations for Incorporating Technology in Math 6

Should Chabot revise its curriculum for Math 6 - Linear Algebra - to require that students use a software system such as MATLAB to solve linear algebra problems? This would necessarily entail increasing to a four-unit course. Here are the pros and cons as I see them.

Pros

1. Most engineering and math majors will eventually need to use this software, so learning it now will be to their benefit.
2. Students can more readily see how linear algebra can be applied to real-world problems. Since this type of problem generally has a large number of variables and data points, it requires computer help to actually find the solution.
3. Adding a fourth unit to the course allows instructors to cover a very important subject in more depth. The work done on the computer will enhance and reinforce the theory learned in lectures.

Cons

1. The 4-year colleges and universities to which our students transfer do not require them to have this experience when they enter. While it might be useful, it is definitely not necessary.
2. A course already exists - Engineering 25, cross-listed as Math 25 - in which students learn how to use MATLAB - not only its matrix capabilities but also its powerful graphics and simulation tools.
3. Our engineering and science students have incredibly heavy academic loads and adding an additional unit to their schedule will add to that. Paradoxically, this could actually decrease the amount of actual learning that takes place, rather than increasing it.
4. Students who decline to purchase the software would need to spend an hour or two in the computer lab each week to complete assignments in addition to the additional hours spent with the instructor.
5. Use of technology may actually detract from the focus on basic concepts.
6. An added responsibility would be placed on instructors of Math 6 to master and teach the technology and to develop useful lab lessons. Some instructors may be reluctant to teach the course for this reason.

After considering these factors, and after hearing from my colleagues at other colleges, I've concluded that such a curriculum change is not advisable for Chabot. For better or for worse, our linear algebra course is basically an introduction to the topic, meant to give students an understanding of the fundamental concepts, which they may encounter later in other contexts. Adding an extensive technology requirement to it, and expecting students to solve more complex applications, would necessarily increase the time they would need to give to the subject. Given the large amount of subject matter science and engineering majors are required to master, it would be unfair and counterproductive to add a new requirement unless the reasons were compelling and the rest of the curriculum could be adjusted to accommodate the change. I don't believe this is the case at present.

Objective 3

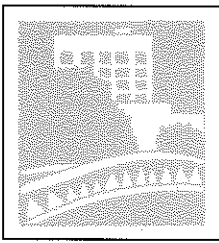
A. Take a year's course in Calculus-based Physics and learn how Calculus is used by physics students.

B. I audited Physics 4A at Laney College during Fall 2010 and Physics 4B at Laney during spring 2011. My instructor was Dr. Allen Nicol.

C. Attached is a letter from Dr. Nicol describing my attendance at his courses.

A binder containing hand-written completed problem sets is being submitted separately.

NOTE: The binder is available in the Office of Academic Services, Chabot College.



Laney College

900 Fallon • Oakland, California 94607 • (510) 834-5740 • FAX (510) 464-3528

Earnest C. Crutchfield
President

Dr Neil Allen Nicol
Department of Physics
Laney Community College
Oakland, CA 94607
(510) 464-3185
nanicol@peralta.edu

7 May 2011

Dear Sabbatical Committee:

Marcia Kolb has been attending my Physics 4A and Physics 4B General Physics with Calculus courses during Fall 2010 and Spring 2011 semesters at Laney College. Marcia has near perfect attendance in both courses which meet Monday, Wednesday, and Friday mornings from 7:40am to 8:50am, and has been thoroughly engaged in the lectures and discussions.

I have enjoyed having Marcia participate in the course. We have met outside of class and talked about different approaches to teaching Physics and Calculus, and it has been very helpful to get feedback and ideas from Marcia.

Please let me know if I can provide any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Neil Nicol".

Objective 4

A. Do extensive reading in the history, philosophy, and uses of mathematics, and how it relates to other aspects of human endeavor.

B. After reading the first and last books on my original list, I was led to other books on the history of mathematics and science. Here is my revised list of 10 books. I took extensive notes on each book.

1. Mathematics in Western Culture by Morris Kline
2. The Poetry of the Universe – a Mathematical Exploration of the Cosmos by Robert Osserman
3. The Sleepwalkers by Arthur Koestler
4. Dr. Copernicus by John Banville
5. Kepler by John Banville
6. Isaac Newton by James Gleick
7. Temperament by Stuart Isacoff
8. Countdown by Steve Olson
9. Nature's Numbers by Ian Stewart
10. Logicomix by Apostolis Doxiadis and Christos Papadimitriou

C.

An annotated bibliography, including a brief summary of each book and ideas on how I can use what I read in my teaching. (Available in the Office of Academic Services, Chabot College)

Janice Novak

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

TO: Sabbatical Leave Committee

FROM: Novak Janice V
(last) (first) (middle)

Applied Technology & Business/ Business
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Fall Year 2011

Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

Date

Signature

SABBATICAL LEAVE REPORT

I had only one objective for my sabbatical: to update and improve my teaching skills by completing two Masters level courses in community college teaching at the University of Illinois, Urbana-Champaign. I have fully met this objective.

The University of Illinois offers both Masters Degree and Certificate programs in Community College Teaching and Learning. All courses are online, with required weekly synchronous online sessions. I actually completed *three* courses during my sabbatical. In this report, I'll describe key learning from each course and how I am incorporating that learning into my teaching. I'll also describe my thoughts on the unique online approach taken by this University, and how we might incorporate this into our online learning offerings at Chabot.

Course #1: Educational Psychology 407: Adult Learning and Development. This was primarily a theory course, providing exposure to the broad range of adult learning theories. Two of our major assignments were to explore the learning needs and challenges of a specific adult population, and to explore a specific learning theory. For the former, I focused on African-American males, which is a particular teaching focus for me. I learned a LOT about their educational challenges, but the research uncovered no new low cost approaches to addressing those challenges. The approaches suggested clearly are not practical for a large population of students in an underfunded college. I chose to explore experiential learning for my learning theory paper. As a Business instructor, I've always believed that experiential learning is both interesting and effective for students. My research confirmed this, and provided ideas for new ways to incorporate this into my courses. My plan is to develop new experiential learning projects for my Business Law and Management courses for next Fall. Although I enjoyed this course, I found it to be the least valuable of the three courses. Final Grade: A.

Course #2: Human Resource Education 472: Learning Technologies. Although this course incorporated some theory, particularly on integrated learning design and metacognition, it was largely designed to study instructional technology and to determine appropriate uses of those tools once one had adopted a learning theory. Perhaps one-third of the course focused on online learning, with the remainder focused on classroom learning. There is so much emerging educational technology, particularly in the areas of social media and tools to facilitate team-based learning. It was a very good course, and I have already incorporated the use of tools to facilitate team-based learning in online courses into both my Business Law and Introduction to Marketing classes this semester. For my course project, I incorporated a "Marketing Me!" project for my Introduction to Marketing (BUS-36) classes. This is a general education class, and I had long struggled to develop an assignment that students with a wide variety of majors would find relevant. This is an assignment that my students will complete this semester. Final Grade: A.

Course #3: Human Resource Education 412: Instructional Techniques. This was the most "applied" of the courses I completed, and by far my favorite. In this course, we studied teaching methods (as opposed to learning theories), selected a method, and then developed and taught a class session using this method. The class was videotaped and critiqued by classmates and the instructor. We also created professional development plans and a "bag of tricks" that we planned

to incorporate into our teaching. My chosen teaching method was team-based learning, which I have fully incorporated into my classes this semester. The research on team-based learning is compelling in terms of student engagement, learning and retention, and I'm encouraged by the early results in my classes. I initially hesitated to use these techniques in my online classes, but developed ways to facilitate online team-based learning that I believe will work. Final Grade: A+.

The Online Learning Experience: I have taught online for ten years, and have a graduate certificate in online teaching. Prior to my sabbatical, I had completed ten online courses as a student. My sabbatical experience, however, was unique. All of my prior courses were completely asynchronous, and with no team-based learning. In this program, all classes had a weekly 90-minute live online session using Elluminate. The professor was visible on camera, and there was extensive live interaction with other students in both whole class discussions and small group discussions. The HRE 412 and 472 courses included many small group projects. The experience was dramatically different, and--in my opinion--dramatically superior. I was far more engaged, learned far more from my classmates and professors, felt a sense of commitment to the courses that I have not previously experienced.

We know that retention is an issue in online courses. My hypothesis is that this is largely due to less emotional engagement, less commitment to the instructor and to classmates than is the case in an on-campus course. I believe that the live synchronous sessions may be the key to improving engagement, learning and retention. Clearly, hybrid classes with on-campus meetings can accomplish the same results, but only at the cost of student access. Not all students can get to campus for classes for various reasons. But, most students could participate in web-based synchronous sessions. I am hoping to pilot online courses with synchronous web-based sessions next Fall. We have free access to Elluminate, which is built into our Blackboard course management system. We will need live technical support, which requires funding. I'm hoping that our current Title III grant may be a source of that funding.

Next Steps: I will continue to incorporate my learning into my teaching practices. I have one additional course to complete to earn my Certificate in Community College Teaching and Learning. I would like that course to be Human Resource Education 590: Assessing Learning Outcomes. If the course is offered this summer, I will take it. If it is not, I may need to find another option from the remaining Masters level courses, as I want to complete the certificate during the summer.

I greatly appreciate the sabbatical opportunity, and believe the investment in my learning will pay off in greater student learning.

Attached: Transcript

Michael Sato

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM Sato _____ Michael _____ Ronald _____
(last) (first) (middle)

_____ / _____
(Division) (Subject Area) English

Period of Sabbatical Leave:

Semester fall Year 2010 _____

Semester spring Year 2011 _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

Date

Signature

Michael Sato : Final Proposal for Review

II. Purpose of Leave

The internment of Japanese immigrants and American citizens during World War II finds itself a vibrantly relevant but shadowed chapter of our country's history, and the stories of most of the people who were in those camps will never be heard. For several years, the basic skills program in the English department of Las Positas College has maintained a focus on the internment as a topic of inquiry through which to develop students' reading, writing, and thinking skills. As a central text, we have used a well-known memoir, *Farewell to Manzanar*. The memoir, like most published internment narratives, describes the experience from the perspective of a second-generation Japanese-American. First generation accounts of the internment, on the other hand, are very rare, for reasons that include a language barrier that affected all communication between most Japanese immigrants and non-Japanese speakers. The paucity of written first-generation accounts of the internment remains a barrier to our own understanding of the event, since the experiences of that first generation were so profoundly different from those of their children.

As it happened, my grandfather was a first-generation internee at the Poston camp, in Arizona, the largest of the Relocation Centers. He also kept a diary, and the volumes from 1941 and 1942 have survived the years intact. In 2002, I was awarded a grant by the California State Library, through the California Civil Liberties Public Education Program, to support translation of the 1942 volume from Japanese to English, and I completed this project, the translation itself, in 2003. The grant was awarded on strength of the translated diary's potential educational value to Californians.

The principal purpose of my sabbatical leave is to create one book-length document by translating four months (September-December) of the 1941 volume, editing, researching, and annotating the 1941 translation, and editing the 1942 translation to 1941 so that the manuscript will be usable, valuable, and accessible to Las Positas College students (the document will be posted on the English department's online resource website).

III. Objectives

My sabbatical leave objective is to produce an approachable, annotated translation of a Japanese immigrant's experience, as recorded in his diaries, of the relocation, internment, and the events leading to them from September 1941 to December 1942.

Plan:

1. Modernize the original Japanese (300 hours; 26 percent). The handwritten diaries contain archaic orthography and syntax (the language was reformed after World War II), and it must be transcribed to a modern, digital text.

Documentation: the transcription will be submitted

Objective 1: Modernize the original Japanese (300 hours)

I selected over one hundred diary entries to transcribe into modern Japanese (one hundred and one were eventually chosen for translation and inclusion). This is about the quantity that I anticipated in my project proposal, although the entries I ended up selecting were from diaries spanning the years 1937 to 1941, instead of just the last four months of 1941. The time spent reading these volumes and selecting the relevant diary entries is not reflected in the total hours taken to perform the transcription.

The documents attached to verify the work include (a) a scan of two pages of the original diary and (b) a transcript of all the transcribed diary entries.

Objective 2: Translation (500 hours)

Once they were transcribed, I translated each of the diary entries from Japanese to English. The challenges encountered included those described in the proposal, with an emphasis on references to historical context.

The translated entries are included in (c) the final document: these include the 101 entries from 1937 through 1941. The 1942 entries, also included in the final document, were previously translated and were not part of this objective, even though they are integrated into the final document.

Objective 3: Consultation (6 hours)

I asked Akiko Ishihara, a native-Japanese speaking woman, for help with specific transcription and translation problems, mainly related to unconventional Japanese characters and idiomatic expressions. Due in part to recent improvements that have been made in web-based tools for investigating old or unusual Japanese characters, I needed somewhat less of this help than I had anticipated: 6.25 instead of 30 hours. Documentation (d) is attached.

Objective 4: Research (200 hours)

As described in the report for Objective 1, the time frame of the translated entries is much wider than was expected. Specifically, I did not anticipate that the Sino-Japanese war, which began in 1937, would have such a presence in the diaries as it does, and neither did I appreciate the complicated relationship between this war and the Japanese internment in the United States. This relationship became the focus of much of my research, therefore, and my research leaned heavily on print sources, many of which I also used in the contextualization of each part of the translation. The sources I consulted as part of this objective and cited in the final document are listed below. Together, these sources describe the origins, context, and development of the Sino-Japanese war of 1937-1945, the active interest of America's Japanese immigrants in this war, the Japanese-immigrant culture that enabled a somewhat homogeneous perspective on this war, the characteristics of Japan's government and media that influenced the Japanese immigrant perspective, and the American government's misuse of these characteristics to justify the 1942 evacuation and internment. Figuring out the relationships between these pieces of the larger story of the internment became one of the most challenging and rewarding parts of this project.

Azuma, Eiichiro. Between Two Empires: Race, History, and Transnationalism in

Japanese America. Oxford: Oxford UP, 2005. Print.

---. "‘The Pacific Era Has Arrived’: Transnational Education among Japanese Americans, 1932-1941." History of Education Quarterly. 43 (2003) 39-73. Print.

“Blast Rocks City.” New York Times. 17 Aug. 1937. Web. 6 May 2011.

The Commission on Wartime Relocation and Internment of Civilians. Personal Justice Denied.

National Park Service, 2007. Web. 5 Oct. 2011.

- Daniels, Roger. The Politics of Prejudice: The Anit-Japanese Movement in California and the Struggle for Japanese Exclusion. Berkeley: California UP, 1962. Print.
- DeWitt, John. Japanese Evacuation from the West Coast, 1942: Final Report (1943). USA Government Documents. Internet Archive. 10 Mar. 2001. Web. 3 Aug 2011.
- Dickinson, Frederick R. War and National Reinvention: Japan and the Great War, 1914-1919. Cambridge: Harvard University Asia Center, 1999. Print.
- Fugita, Stephen S., and David J. O'Brien. Japanese American Ethnicity: The Persistence of Community. Seattle: Washington UP, 1991. Print.
- Gaily, Harry A. The War in the Pacific: From Pearl Harbor to Tokyo Bay. Navato, California: Presidio Press, 1997. Print.
- Gains, Brian J. and Wendy K. Tam Cho. "On California's 1920 Alien Land Law: The Psychology and Economics of Racial Discrimination." State Politics and Policy Quarterly. 4 (2004) 271-293. Print.
- Hirabayashi, Lane Ryo. The Politics of Fieldwork: Fieldwork in an American Concentration Camp. Tuscon: Arizona UP, 1999. Print.
- "History." Mayhew Community Baptist Church. Mayhew Community Baptist Church. 2005. Web. 5 Oct. 2011.
- Ichioka, Yuji. Before Internment. Stanford: Stanford UP, 2006. Print.
- . The Issei: The World of the First Generation Japanese Immigrants 1885-1924. New York: The Free Press, 1988. Print.
- Ienaga, Saburo. The Pacific War, 1931-1945. New York: Pantheon Books 1978. Print.
- Iriye, Akira. The Origins of the Second World War in Asia and the Pacific. New York: Longman, 1987. Print.

“Japan: Son of a Samurai.” Time. 4 Mar. 1940. Web. 3 July 2011.

LaFeber, Walter. The Clash: U.S.-Japanese Relations Throughout History. New York: Norton, 1998. Web. 25 July 2011.

Long-hsuen, Hsu, and Chang Ming-kai. History of the Sino-Japanese War (1937-1945). Trans. Wen Ha-hsiung. Taipei: Chung Wu Publishing, 1972. Print.

MacKinnon, Stephen R. Wuhan, 1938: War, Refugees, and the Making of Modern China. Berkeley: California UP, 2008. Print.

Maeda, Wayne. Changing Dreams and Treasured Memories: A Story of Japanese Americans in the Sacramento Region. Sacramento: Sacramento Japanese American Citizens League, 2000. Print.

Mason, Geoffrey B. Service Histories of Royal Navy Warships in World War 2. Naval History.Net. University of Oxford. 28 April 2011. Web. 25 June 2011.

Military History Section Headquarters, Army Forces Far East. Political Strategy Prior to Outbreak of War Part II. Web. 5 May 2011.

Nishimoto, Richard S. Inside an American Concentration Camp. Ed. Lane Ryo Hirabayashi. Tuscon: Arizona UP, 1995. Print.

Ruoff, Kenneth J. Imperial Japan at Its Zenith: The Wartime Celebration of the Empire’s 2,600th Anniversary. Ithaca: Cornell UP, 2010. Print.

Ruhge, Justin M. “Mather Field.” Mather Air Force Base. California State Military Museum. 18 May 2008. Web. 26 June 2011.

“Russia-Japan Warfare Ends.” Los Angeles Times. 11 Aug. 1938: 1-2. Web.

Toland, John. The Rising Sun: The Decline and Fall of the Japanese Empire, 1936-1945. New York: The Modern Library, 1998. Print.

Yatsushiro, Toshio. Politics and Cultural Values: The World War II Japanese Relocation Centers and the United States Government. New York: Arno Press, 1978. Print.

Young, Louise. Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism.

Berkeley: California UP, 1998. Print.

Objective 5: Annotation and Editing (200 hours)

One hundred and one entries from 1937 to 1941 were transcribed, translated, and included in the final document. These entries were selected because they best described the major narrative threads of that time, including Shinji's developing interest in the Sino-Japanese war, the pursuit of his goal to be an established person in America, and the maturation of his children and his community—all of which were related. Since Shinji was a farmer, many of his diary entries described the relatively mundane day-to-day business of farming, and these were entries were left out.

Regarding annotation for the entries, I settled on a format in which a description of the context of the entries introduces the entries of each year, except for 1942, which is contextualized twice: once at the beginning of the year, and once when Shinji and his family were transferred to the internment camp at Poston. Shinji's own emotional involvement in the beginning and end of each year helps make this approach aesthetically more successful, and it also allows the reader to consider the mainly historical information in pieces long enough to form narrative, but short enough to hold in mind. The entries for 1942 are contextualized twice because of the year's density, especially the months spent at Poston.

For readability, I decided to leave virtually no words in the diary untranslated, and the few specific terms that required definition or explanation were treated in the introduction or the appropriate year's context. So, I did not attach an additional glossary or index to the final document. Since the length of the total document is close to what the proposal estimated (53,000

words), a table of contents allows a reader to quickly locate the beginning of each of the sections that are, of course, sequenced chronologically.

The annotations are included in the final document. Some of the research for the annotating of 1942 had been conducted outside of this objective; this project required some additional research for 1942 and the creation of the annotation itself.

Shoshanna Tenn

I

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Tenn Shoshanna Elena
(last) (first) (middle)

Language Arts / English
(Division) (Subject Area)

Period of Sabbatical Leave:

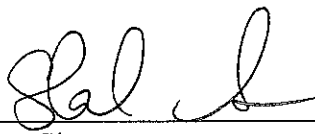
Semester Fall Year 2010

Semester Spring Year 2011

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

10/14/11
Date


Signature

ACADEMIC SERVICES
CHABOT COLLEGE

10-14-11

Objective 1: Improve personal fluency in Spanish language and knowledge of the history and culture of Mexico, and Mexico-U.S. relations. (40%)

How This Objective Was Achieved: My family and I lived in Oaxaca, Mexico all of last year (July 20, 2010 – July 1, 2011), during which time I:

A) visited sites of historical and cultural interest throughout the state and neighboring states (Puebla and Chiapas).

B) taught a course in fall 2010 on “the Modern American Short Story” to advanced English students at *la Universidad Regional Sur Este* (URSE), the oldest private university in Oaxaca. In Spring 2011, I returned to teach a different section, “Latin American Short Stories in Translation” for two weeks, substituting for an instructor who had to leave town unexpectedly. The instructor, an American who has lived and taught in Oaxaca for 20 years, and I had many conversations about teaching the class, Oaxacan students, and academic culture in Mexico.

C) took a course titled “Latin American Woman Poets” in Fall 2010 through the *Universidad Autonoma Benito Juarez de Oaxaca (UABJO)*, the only public university in the state of Oaxaca.

D) taught Basic English to Middle School Students at *el Instituto Coubertin* in San Sebastian, Etna, Oaxaca for two months in Fall 2010 (the first bimester).

E) took personal growth courses: an exercise class, a beginning Guitar class offered through the *Casa de la Cultura*, and a two week workshop titled “Introduction to Digital Photography” offered through the *Centro Fotográfico Manuel Álvarez Bravo*.

F) experienced daily life in a small village on the outskirts of Oaxaca de Juarez, Mexico, throughout the seasons, through the joys and traumas.

Documentation:

- 1) Details and extensive reflections on teaching at URSE (journal-style), sample teaching materials
- 2) Reflections on teaching middle school at the Instituto Coubertin in San Sebastian Etna, Oaxaca and sample teaching materials.
- 3) Reflections and Materials from the poetry class I took at UABJO.
- 4) Reflections on other classes taken (dance/photography/guitar)
- 5) Materials and notes from photography and guitar classes
- 6) Photos I took while in the photography class
- 7) Journal-style reflections on my life in Mexico
- 8) My blog: <http://www.fromOakland2Oaxaca.com> (contains hundreds of photos)
- 9) Receipts, maps, programs, memorabilia

Objective 2: Increase my breadth of knowledge of U.S. Latino literature, and produce materials to assist in the future teaching of English 22. (10%)

How This Objective Was Achieved: I read 10 full-length books written by Mexican, Mexican-American, and U.S. Latino authors, with an eye to teaching the course again, and assisting other faculty who teach the course.

Documentation:

- 1) Annotated Bibliography

Objective 3: Come to an understanding of how Children's Literature courses are currently being taught at other colleges and universities. (10%)

How Objective Was Achieved: I reviewed online syllabi and available course materials for existing courses as they are taught across the country in English, Education, Comparative Literature, and Early Childhood Departments, with an eye to differences and similarities.

Documentation:

- 1) research notes attached (current practices in teaching Children's Literature in the college and university setting; lists of commonly taught texts, assignments, assessment strategies, and expected outcomes.)

Objective 4: Increase my knowledge in the field of Children's Literature, to prepare a course proposal and to prepare myself to teach this class for the first time. (25%)

How This Objective Was Achieved: I read extensively in this area, covering 40+ primary works, both classic and contemporary. (Critical works on youth literature in English were not available to me in Mexico, aside from online articles and excerpts.) I also interviewed and had phone/email conversations with experts in this field, including faculty at Chabot and other colleges, as well as children's librarians and independent bookstore owners, to uncover new, recommended authors and literary works.

Documentation:

- 1) Annotated bibliography
- 2) Interview notes

Objective 5: Submit a course outline and other required support materials to the Curriculum Committee in Fall 2011, and carry the course forward through approval. (15%)

How Objective Was Achieved: I worked with my Division Dean, our Administrative Assistant, members of the Curriculum Committee, and our Articulation Officer so that the proposal would be acceptable. I modeled the class after our other current elective literature courses where appropriate, and consulted with my colleagues to secure their approval as well.

Documentation:

- 1) Course proposal (approved by the Chabot College Curriculum Committee on 10/11/11)

Documentation is available in the Office of Academic Services, Chabot College.

Linnea Wahamaki

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Wahamaki Linnea Eileen
(last) (first) (middle)

Language Arts / ESL
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Spring Year 2011

Semester _____ Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

10/10/11
Date

Linnea Wahamali
Signature

Date: February 22, 2010

To: Sabbatical Committee, Chabot College

From: Linnea Wahamaki

Re: Sabbatical Leave

I am requesting that my sabbatical leave date be changed from Fall 2010 to Spring 2011. Because of staffing difficulties as well as ESL Program Review commitments, Dean Corcoran has suggested that I change my sabbatical leave from the fall semester to the spring semester. I agree with Dean Corcoran that it would be a better option to take leave one semester later than originally requested. Please let me know if this is possible.

Thank you,

Linnea Wahamaki

Language Arts/ESL

APPLICATION FOR SABBATICAL LEAVE

II. Purpose of Leave

Sabbatical leaves may be granted for purposes of study or travel of a kind and in an amount which will so improve and update capabilities that during future employment the unit member will be of increased value to the District and to the students of the District.

Section 12A.1. Agreement Between Chabot-Las Positas Community College District and the Chabot-Las Positas Faculty Association (July 1, 2005-June 30, 2009)

In a general statement, explain how your proposal is related to the above statement.

The purpose of my leave is to investigate, review, and select novels appropriate for a wide-range of ESL students and then develop a variety of materials based on the selected novels. The materials will be presented in online modules as well as in handout format.

Each of our ESL core courses requires that the students read one full-length novel. For many of our students, this may be their first experience reading an English language novel; hence, it is imperative that it be a fun yet valuable experience. By selecting novels which are timeless but also thought provoking, our students will hopefully come away with a positive attitude about what they have read and learned and perhaps an even greater desire for pleasure reading. Therefore, selection of appropriate novels and development of useful and stimulating teaching materials is very important.

The goal of my sabbatical project is to develop a series of materials that will accompany four different novels for four levels of instruction. These materials will incorporate reading, speaking, listening, and grammar/writing skills. Moreover, these materials will be easy and fun to use, and they will be made available online as "companion modules" to all Chabot College ESL students and instructors. The materials will have a multifaceted use:

- Some of our ESL students wish to do independent study on their own; therefore, they could access these materials and work their way through a novel at their own pace and get language practice that can lead to success in their other classes.
- Many of our students are enrolled in ESL 128, our Faculty-Student Tutorial. These modules would be well suited for those students wishing to include a reading component as part of their learning plan for ESL 128.
- These modules could also be used as supplementary materials for students wishing to improve their language skills by working in conjunction with a tutor in the Language Center. The Language Center allows drop-in attendance, and students could access the materials on the computers in the Language Center and supplement their learning by meeting with a tutor to reinforce or review the learning activities on the modules.
- The materials on the modules would also be available in print format, so instructors who are using one of the novels in their class could also access the materials and use whatever they find suitable. They could also ask students to complete specific parts of the module in preparation for class discussions or assignments.

- My colleagues and I have been discussing the pros and cons of offering a hybrid ESL course. These reading modules could serve as part of the curriculum for such a course in the event we decide to offer one.

In short, these modules would be highly adaptable and useful in a variety of learning situations. Each module will follow a basic format and will begin with background information about the novel to set the stage for further reading. The exercises in each module will be a combination of exercises and activities designed to practice and test vocabulary development, discussion/writing/reading skills, grammar, whole language, and critical thinking skills. I will also align some of the activities with the Student Learning Outcomes for each course, where appropriate. At the end of the module, students will be given an opportunity to critically review the novel and the strengths and weaknesses of the module. This will provide valuable feedback for further improvement or additions to the modules.

The benefits to Chabot College, and more specifically to our ESL Program and its students, are that each packet of materials, or module, will update and improve our selection of novels currently being taught in the core classes as well as provide online materials for students who wish to improve their reading skills independently, or through working with a tutor in the Language Center, or with their instructor and classmates in the classroom. It will also give our students valuable learning experience on accessing and using computer technology to improve their language skills. Developing a familiarity and a comfort zone with technology can only help and benefit our students as they progress through their coursework in other areas. Furthermore, this project will allow me to enhance my understanding of the use of computer technology to incorporate online language practice into our core curriculum. It will also provide a foundation of materials upon which to build and expand our computer-based learning resources.

III. Specific Objectives and Methods for Achieving These Objectives

Objective 1: Research of Online Platforms for Modules (10%)

Plan: I will research what kinds of platforms are available to upload and store activities and handouts and decide which one will be the most suitable for the goals of this project.

Documentation: I will submit summarized notes from my research and reasons for why I selected a particular online platform.

Objective 2: Selection of Novels (10%)

Plan: I will investigate a wide selection of novels for use in the four different levels of our ESL core courses: ESL 110A, ESL 110B, ESL 110C, and ESL 110D. As a result of this research, I will select four novels – one for each level - that I find suitable in content, length, language, and adaptability.

Documentation: I will submit annotated bibliographic information on four novels.

Objective 3: Development Pre-reading Materials (15%)

Plan: I will develop pre-reading activities designed to pique the students' interest in the novel and to give them some background information about the novel and its author. Such activities will be used before the students start to read the novel and will be designed to generate thoughtful questions and lively discussion points (for classroom use) as well as enhance students' understanding of the context of the novel.

Documentation: I will submit copies of handouts of these materials as well as the website link.

Objective 4: Development of Vocabulary Materials (15%)

Plan: I will develop vocabulary exercises designed to acquaint the student and give them practice with some of the main vocabulary and idioms that they will encounter in the novel. These may be in the form of lists, charts, quizzes, puzzles, or games. Some of the exercises are intended as pre-reading activities, others as supplementary exercises as the students progress through the chapters of the novel.

Documentation: I will submit copies of handouts of these materials as well as the website link.

Objective 5: Development of Discussion Materials (15%)

Plan: I will develop discussion exercises for each novel. These will be in the form of closed end questions as well as open ended questions intended to test the students' comprehension of the chapters as well as enable the students to engage in more thoughtful discussions or journalings on various topics and themes about the novel, its characters, its plot, and its setting.

Documentation: I will submit copies of handouts of these materials as well as the website link.

Objective 6: Development of Grammar and Writing Materials (15%)

Plan: I will develop a variety of exercises which progress in difficulty levels and align with the grammar and writing skills and expectations for each course level. Some of the activities may be suitable as small collaborative group work in a class setting, others as individual grammar or writing tasks.

Documentation: I will submit copies of handouts of these materials as well as the website link.

Objective 7: Selection of Internet Activities (10%)

Plan: For each novel, I will search out existing and appropriate internet/online activities to complement the novels. These may include information about the author, setting, or characters, or they may include but not be limited to visual or interactive sites, such as maps, photographs, or video clips, that provide enhanced content for the students' better understanding of a particular aspect of the novel.

Documentation: I will submit links of these websites and, if possible, printed pages from the websites.

Objective 8: Uploading of Materials Online (10%)

Plan: Each novel will have an accompanying companion module online so that students can access and complete the materials from any computer. All of the handouts will also be loaded onto the Chabot College server where ESL faculty will have access to them in case they want to download and print them out for use in the appropriate course along with the corresponding novel.

Documentation: I will submit the links for this site where the modules are stored as well as the link where the materials stored.

Sabbatical Report

**Submitted by Linnea Wahamaki
ESL/Language Arts
Chabot College
Fall 2011**

- Summary of Sabbatical Proposal
- Statements of Specific Objectives
- Description & Documentation of Objectives

Summary of Sabbatical Proposal:

The purpose of my sabbatical leave was to investigate, review, read, and select novels appropriate for a wide-range of ESL students, compile an annotated bibliography about the novels I read, and then develop a variety of materials and online companion modules based on four selected novels, one for each level.

Each of our ESL core courses requires that the students read one full-length novel or more. For many of our students, this may be their first experience reading an English language novel; hence, it is imperative that it be a fun yet rewarding and valuable experience. By selecting novels which are timeless but also thought provoking, our students will hopefully come away with a positive attitude about what they have read and learned and perhaps an even greater desire for further pleasure reading. Therefore, selection of appropriate novels and development of useful and stimulating teaching materials are very important.

In light of the need for such resources and materials, the end goal of my sabbatical project was to provide materials and activities to our ESL students and instructors that have a multifaceted use:

- The annotated bibliography serves as a reference point for instructors to research, review, and select novels for use in their classes. It also provides links on internet resources for each novel and author, where available.
- The materials incorporate reading, speaking, listening, and grammar/writing skills and integrate many of the course objectives in our core courses.
- Some of our ESL students wish to do independent study on their own; therefore, they can access these materials and work their way through a novel at their own pace and get language practice that can lead to success in their other classes.

- Many of our students are enrolled in ESL 128, our Faculty-Student Tutorial. The companion modules are well suited for those students wishing to include a reading component as part of their learning plan for ESL 128.
- The companion modules can also be used as supplementary materials for students wishing to improve their language skills by working in conjunction with a tutor in the Language Center. The Language Center allows drop-in attendance, and students can access the materials on the computers in the Language Center and supplement their learning by meeting with a tutor to reinforce language skills or review the learning activities on the modules.
- The materials on the modules are also available in print format, so instructors who are using one of the novels in their class can also access the materials and use whatever they find suitable. They can also ask students to complete specific parts of the module in preparation for class discussions or assignments.
- My colleagues and I have been discussing the pros and cons of offering a hybrid ESL course. The learning modules could serve as part of the curriculum for such a course in the event we decide to offer one.

In short, the annotated bibliography and the companion modules are highly adaptable and useful in a variety of learning situations. The annotated bibliography, available on Chabot's ESL website and on the *ESL Instructors' Materials Sharing Blackboard* site, is divided into four sections: one section for each core course. For each novel, I included information on the author, ISBN number, a brief synopsis of the story, pros and cons of the story, reading level, and online links to information about the author and learning resources. The learning materials for the four selected novels are presented in four separate online modules on Blackboard and, whenever possible, as word documents. Each module follows a basic format and begins with background information about the novel to set the stage for further reading. The exercises in each module are a combination of exercises and activities designed to practice and test vocabulary development, discussion/writing/reading skills, grammar, whole language, and critical thinking skills. At the end of the module, students are given an opportunity to critically review the novel and the strengths and weaknesses of the module. This will provide valuable feedback for further adaptation, improvement, or additions to the modules.

The benefits to Chabot College, and more specifically to our ESL Program and its students, are that each packet of materials, or module, has updated and improved our selection of novels currently being taught in the core classes as well as provided online materials for students who wish to improve their reading skills independently through working with a tutor in the Language Center or with their instructor and classmates in the classroom. Moreover, the assignments give our students valuable learning experience on accessing and using computer technology to improve their language skills. Developing a familiarity and a comfort zone with technology can only help and benefit our students as they progress through their coursework in other areas. This project has also allowed me to enhance my understanding of the use of computer technology to incorporate online language practice into our core curriculum. It has also provided a foundation of materials upon which to build and expand our computer-based learning resources.

Objective 1: Research of Online Platforms for Modules (10%)

Plan: I will research what kinds of online platforms are available to upload and store activities and handouts and decide which one will be the most suitable for the goals of this project.

Documentation: I will submit summarized notes from my research and reasons for why I selected a particular online platform.

Completion and Documentation of Objective 1

There are numerous online platforms and communities where teaching materials can be shared with others and made available for specific purposes. Some of these are free interactive blog hosting sites, such as Blogger.com or LiveJournal.com. Others are shared communities for learning, such as the video-based Teachertube.com, the secure, social learning network at Edmodo.com, the online learning tool of Blackboard.com, the open-source course management system from Moodle.org, and the interactive teacher community at PrometheanPlanet.com. They all require a subscription and are either free or available for a modest charge. Some of them require software to be downloaded first. Some are more secure and easier to use than others. There are advantages and disadvantages to all of these.

After several discussions with our online learning expert Lisa Ulibarri, it became clear to me that Blackboard.com was the most suitable for my project. Here are the main reasons for this selection:

- Blackboard is Chabot College's primary online learning site.
- Blackboard is supported by our IT staff and training workshops are available.
- Chabot students also have Blackboard support/help if they need it.
- Blackboard rolls out periodic updates to its platform.
- Since Blackboard is used by our college for online learning, I want my students to become familiar with it before they attempt non-ESL classes or even online classes.
- Blackboard has numerous tools such as the journaling, assessments, surveys, blogging, modules, discussion boards, and gradebooks, among others.
- Blackboard allows all or part of a site's content area to be copied over to another site.
- Blackboard has applications for iPhone®, iPod touch®, iPad®, Android™, BlackBerry®, and Palm® that students can download for easy access from their cellphone account.
- Blackboard is easily accessible at Chabot College and elsewhere 24 hours a day.
- I already use Blackboard in my ESL classes, so I have some familiarity with its features.

Thus, after reviewing all the options, Blackboard.com was the clear choice for this particular aspect of my project.

Objective 2: Selection of Novels (10%)

Plan: I will investigate, select, and read a wide selection of novels for use in the four different levels of our ESL core courses: ESL 110A, ESL 110B, ESL 110C, and ESL 110D. As a result of this research, I will compile an annotated bibliography. From this group of novels, I will select four – one for each level - that I find suitable in content, length, language, and adaptability for writing learning materials.

Documentation: I will submit annotated bibliographic information on the novels I read.

Completion of Objective 2

In order to investigate and find out about possible novels for this project, I went to public libraries and scanned their shelves in the children and young adult sections. I also visited major bookstores, used bookstores, and online book suppliers such as Amazon.com to get ideas about what was available. I found a number of blogs and public school websites, too, which were devoted to reviewing novels for children and young adults.

My criteria for selection weren't too narrow, but I tried to consider the following when deciding whether to read a particular novel or not:

- Had the novel won a literary award or prize?
- Would it be suitable for adult learners of diverse backgrounds?
- Did it blend action sequences with description?
- Was the language fairly simple and easy to follow?
- Did the story teach something new for our students?
- Did the language avoid difficult dialects, regional expressions, slang?
- Did the writer use more common words than technical words?
- Was the text easy to maneuver?
- Was the length appropriate?
- Was the novel fairly popular and well received?

My goal was to read and select novels for our students to use that spanned levels from about second grade through high school. For ESL 110A and ESL 110B (our two lowest level core courses) I was naturally looking at stories geared toward elementary school reading levels. I wanted to avoid the obvious kinds of picture or board books for really young children as I felt those weren't suitable for our adult population. However, at this level, it's hard to find stories that address mature themes. In my search, I discovered that folktales or historical novels can provide wonderful reading experiences for beginning adult ESL learners. They have a sense of timelessness to them and typically can be enjoyed by readers both young and old.

For our higher levels, ESL 110C and ESL 110D, I decided that young adult novels often can provide stories that contain universal themes which older adults would also enjoy reading about. I also decided that I wanted to read a variety of stories, in other words, I wanted to include stories that were multicultural as well as monocultural. Stories that had a historical component or

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that are well known. I included stories that are funny as well as stories that deal with life-changing events.

Other novels, which I included in the annotated bibliography, cover universal themes such as death and dying, racism, illness, divorce, personal identity. Some of the more recently published young adult novels included in the bibliography deal with more contemporary issues such as date rape, bulimia, and disabilities. Naturally, not all these stories will appeal to our instructors. The choice is theirs to make whether or not they want to adopt one of these novels for use in their classes.

It was very difficult selecting which novels to read. I had so many available but in the end, I chose novels that I could either find for a nominal cost at used bookstores or that were available for check out in the public libraries. I read more novels than I included in the annotated bibliography. Some novels just didn't seem interesting or I found them quite boring; hence, they never made it onto the list. This particular objective actually consumed much more than 10% of the project time, but it was clearly the most enjoyable component.

Description of Documentation of Objective 2

The **Annotated Bibliography** is available for examination in hardcopy and online. The hard copy of it has been included in one of the binders that I submitted along with the other materials.

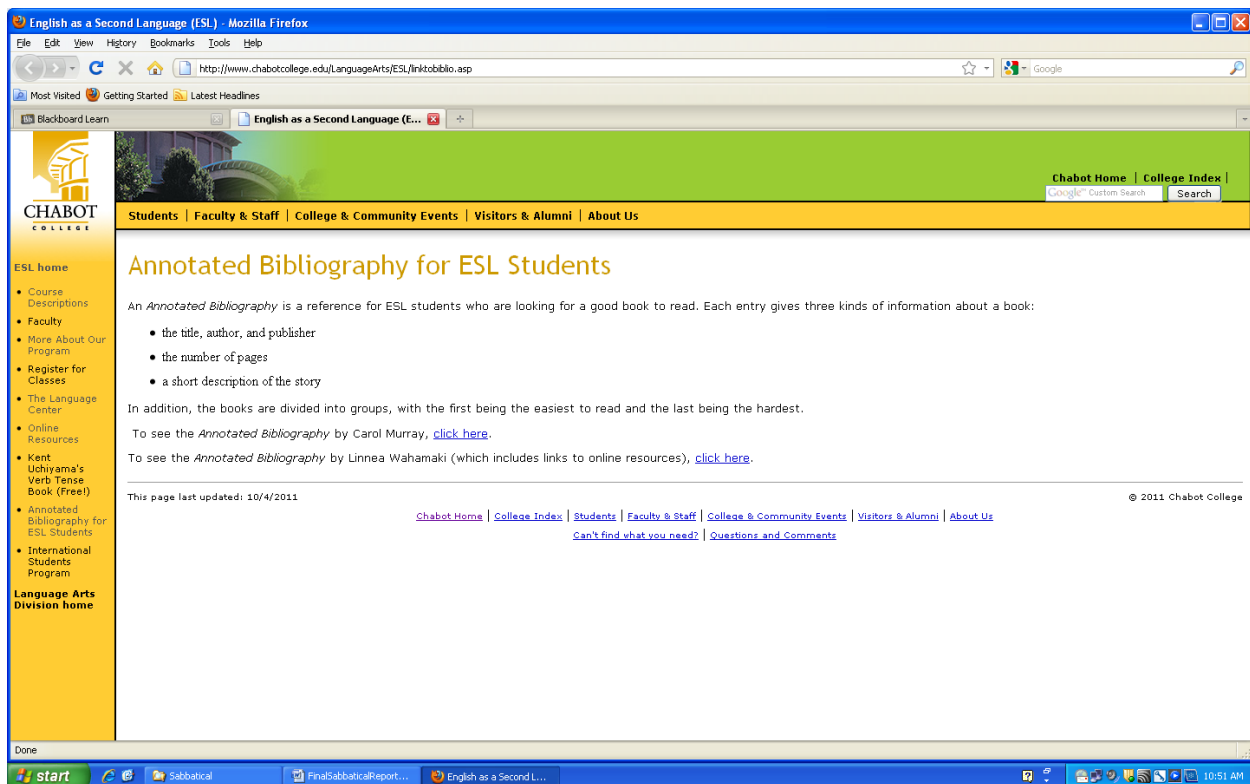
The electronic copy of the annotated bibliography is available for examination on Chabot College's ESL website:

<http://www.chabotcollege.edu/LanguageArts/ESL/linktobiblio.asp>

Scroll to the bottom of the page and click on:

To see the *Annotated Bibliography* by Linnea Wahamaki (which includes links to online resources), [click here](#).

On the next page is a screen shot of this web page:

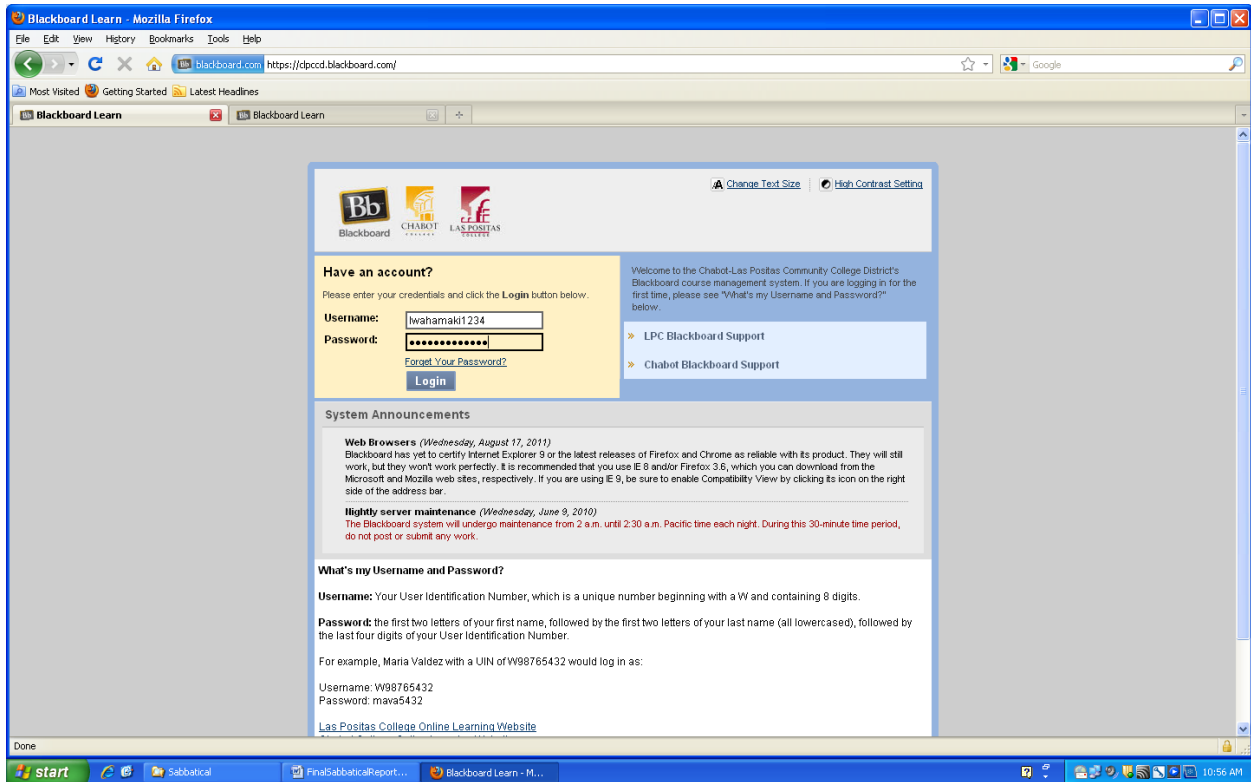


The annotated bibliography can also be read online through accessing the *ESL Instructor's Materials Sharing Blackboard* site at Chabot College. To access this site, click [HERE](#). Use the following to log on:

Username: *lwahamaki1234* (That's a lowercase "L" in front of my last name, not the number "1")

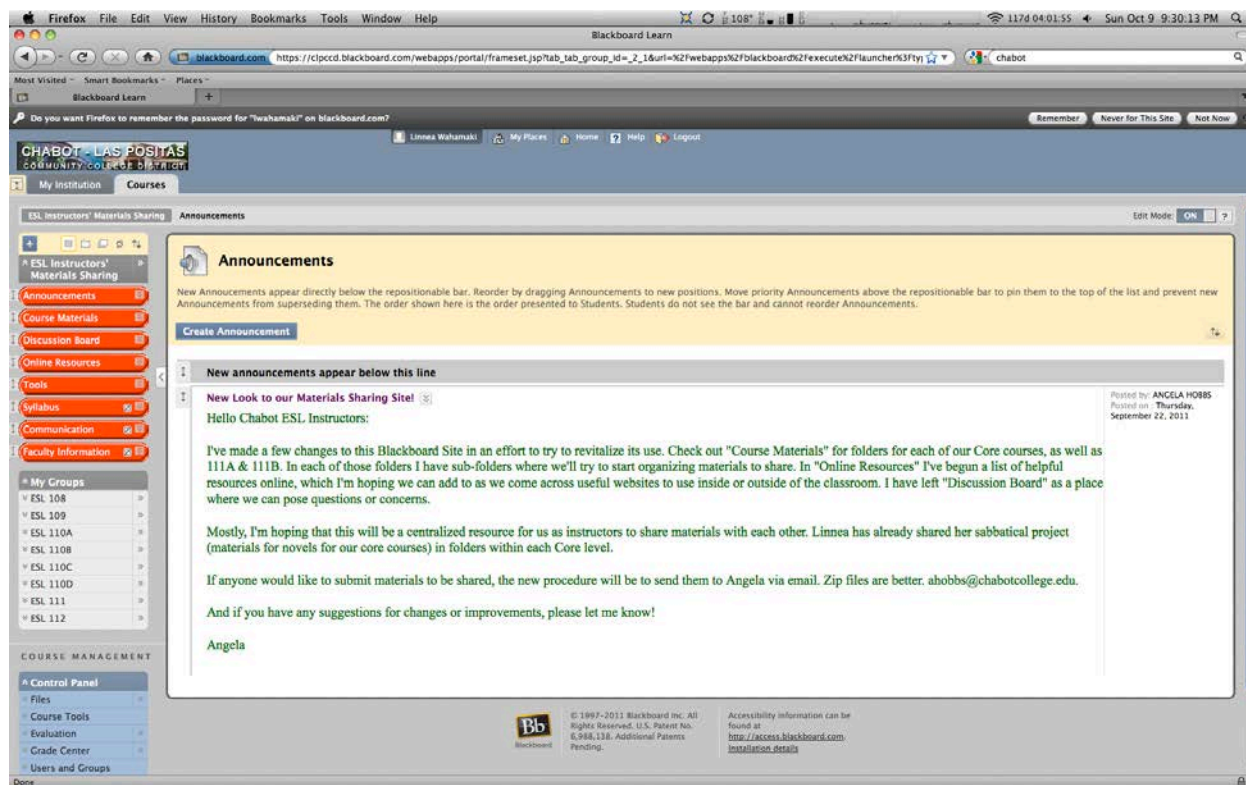
Password: *lwahamaki1234*

On the next page is a screen shot of this web page:



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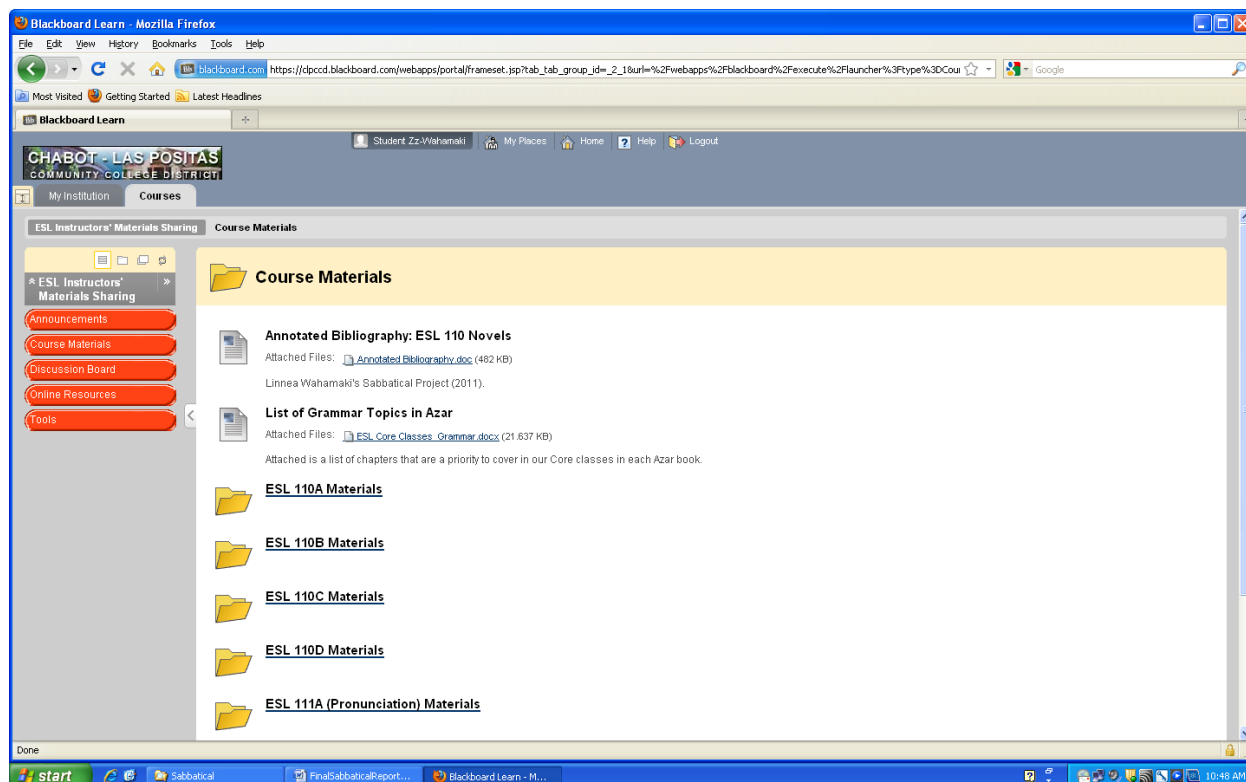
Then, under *My Courses*, click on ESL Instructors' Materials Sharing. This will take you to the *Announcements* page below.



The screenshot shows a Firefox browser window displaying the Blackboard Learn interface. The address bar shows the URL: https://clpccd.blackboard.com/webapps/portal/frameset.jsp?tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Fty. The page title is "Blackboard Learn". The user is logged in as Linnea Wahamaki. The main content area is titled "Announcements" and contains a message from ANGELA HOBBS, posted on Thursday, September 22, 2011. The message discusses changes to the Blackboard site, including the addition of "Course Materials" folders for core courses (111A & 111B) and "Online Resources". It also mentions a "Discussion Board" for questions and concerns. The footer of the page includes the Blackboard logo, copyright information (© 1997-2011 Blackboard Inc. All Rights Reserved. U.S. Patent Nos. 6,988,138. Additional Patents Pending.), and accessibility information.

Click on the red *Course Materials* button and it will open up to a new page.

The annotated bibliography is posted at the top of the page.



I read and included a total of 48 novels in this bibliography. Since there are many learning materials and information about the authors and their novels already available online, I also included some of the most popular Internet links for each novel if they were available. This information may be useful if our instructors want to consider adopting one of the novels on the list for a class. It should be noted, however, that online links may change or suddenly disappear from the Internet. I have copies of most of the novels in my office 453E; however, some of the novels were not purchased but instead checked out for a brief period of time from a public library, so I don't have copies of every single item on the annotated bibliography

Objective 3: Development Pre-reading Materials (15%)

Plan: I will develop pre-reading activities designed to pique the students' interest in the novel and to give them some background information about the novel and its author. Such activities will be used before the students start to read the novel and will be designed to generate thoughtful questions and lively discussion points (for classroom use) as well as enhance students' understanding of the context of the novel.

Documentation: I will submit copies of handouts of these materials as well as the website link.

Completion of Objective 3

The pre-reading activities are introduced before the students begin to read the novel. I want my students to become acquainted with the novel before they start the first page. Such activities give students the background knowledge necessary for understanding the story better. They serve to activate the existing knowledge my students may already possess on the general topic or clarify any cultural information that may be necessary to comprehend the plot and characters better.

For the 110A level, this involves physical familiarization with the actual book itself and a discussion of what the students think the book may be about by reading the title page, looking at illustrations in the book, and scanning the back cover of the book for further information. At the higher levels, the exercises include a greater familiarity and discussion of the general topic of the book. This includes watching videos, looking at maps and photographs, drawing out students' prior knowledge about the general topic, brainstorming vocabulary, and writing responses to their predictions about what they think the story is about.

All the pre-reading activities are intended to prepare and make my students feel more comfortable about reading the story; what they bring to the printed page affects how they understand what they are reading and how they interact with the story. Students are often surprised and happy to find out that they do indeed have their own framework through which to view the story and, hence, are more excited about a new reading experience.

As I was writing the materials for the four selected novels, I did a lot of research on the web and looked for suitable photos, videos, interviews, and historical information that would supplement the activities. Given the wealth of information available on the Internet, pre-reading activities could make up lesson after lesson. However, the activities I included in the companion modules are intended for one or two lessons prior to beginning the novels.

Documentation of Objective 3

The pre-reading activities are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "PreRead Activities" button for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

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The pre-reading activities are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

NOTE: These binders are available in the Office of Academic Services, Chabot College.

Objective 4: Development of Vocabulary Materials (15%)

Plan: I will develop vocabulary exercises designed to acquaint the student and give them practice with some of the main vocabulary and idioms that they will encounter in the novel. These may be in the form of lists, charts, quizzes, puzzles, or games. Some of the exercises are intended as pre-reading activities, others as supplementary exercises as students progress through the chapters of the novel.

Documentation: I will submit copies of handouts of these materials as well as the website links.

Completion of Objective 4

One of the biggest frustrations English language learners face when reading a novel is trying to understand the new vocabulary. I want my students to enjoy reading a story; I don't want it to become such a burden that they get so frustrated and annoyed and then give up. Increased vocabulary assists students in expanding their knowledge. Thus, the vocabulary handouts and activities that I included for the four novels are intended to give students more background information so that as they read, they will have an increased understanding.

One way to make learning vocabulary easier is to group words according to topic, so in addition to vocabulary lists and definitions for each chapter in each novel, I also made up charts for students to fill out. I prepared activities that give students the chance to try to guess the meaning from context. I made up exercises that require the students to reflect on a group of words and then rank them in order of understanding so that they can think about what they already know or don't know. Some vocabulary is introduced in the pre-reading activities, too, through images. I have included some crossword puzzles and some quizzes.

Through direct instruction of new vocabulary as well as through strategies for independently inferring word meanings from the context in which they are being used, my hope is that my students will have an easier time reading the stories and come away with increased confidence when having to tackle a new, unknown text.

Documentation of Objective 4

The vocabulary handouts and activities are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "Vocabulary" button for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

The vocabulary handouts and activities are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

Objective 5: Development of Discussion Materials (15%)

Plan: I will develop discussion exercises for each novel. These will be in the form of closed-end questions as well as open-ended questions intended to test the students' comprehension of the chapters as well as enable the students to engage in more thoughtful discussions or journaling on various topics and themes about the novel, its characters, its plot, and its setting.

Documentation: I will submit copies of handouts of these materials as well as the website link.

Completion of Objective 5

One of the best ways for my students to understand what they have read is to discuss it with their peers. Peer discussions allow for clarification of things they didn't realize they misunderstood. The discussion activities include true/false statements, information questions, and open-ended questions. I have also included questions that allow my students to make predictions and share their opinions about the themes, characters, and plots of the novels. In the discussion board threads on Blackboard, students can have written discussions with their classmates and their instructor on various topics pertaining the novel.

Documentation of Objective 5

The discussion materials are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "Discussion Ques." button and the "Discussion Board" button for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

The discussion materials are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

Objective 6: Development of Grammar and Writing Materials (15%)

Plan: I will develop a variety of exercises that progress in difficulty levels and align with the grammar and writing skills and expectations for each course level. Some of the activities may be suitable as small collaborative group work in a class setting, others as individual grammar or writing tasks.

Documentation: I will submit copies of handouts of these materials as well as the website link.

Completion of Objective 6

I have included a variety of writing assignments and tasks for my students to complete. Journaling is an important component of the grammar and writing materials. For the higher levels, the journals and written assignments can be completed and submitted online through Blackboard. I have incorporated the grammar indirectly into most of the writing tasks as I don't want to belabor grammatical structures to the point that the students lose interest in the writing topics. I have also included several letter-writing assignments where students take on the roll of a character in the story and incorporate plot elements into their letters. This allows them to try to relate to the character on a more personal level. I have also found that my students enjoy writing summaries and responses to what they are reading and thus have added these to Blackboard. At the lower levels, guided book reports are a good way to allow students to express in fairly simple language what the story was about. For the higher levels, I have incorporated character, theme, and plot analysis into the writing assignments. Keeping our SLOs in mind, the writing assignments are aligned with those for each level and progress from sentences and paragraphs to essays.

Documentation of Objective 6

The grammar and writing materials are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "Writing Assignmt." button, the "Journals" button, and "Passage Pickers" for each novel to access these activities and files. These files are also posted on the *ESL Instructors' Materials Sharing* site in the folders for each of ESL 110 courses.

The discussion materials are also printed out along with the handouts for each novel and are available as hard copies in the binder I submitted for each novel.

Objective 7: Selection of Internet Activities (10%)

Plan: For each novel, I will search out existing and appropriate internet/online activities to complement the novels. These may include information about the author, setting, or characters, or they may include but not be limited to visual or interactive sites, such as maps, photographs, or video clips, that provide enhanced content for the students' better understanding of a particular aspect of the novel.

Documentation: I will submit links of these websites and, if possible, printed pages from the websites.

Completion of Objective 7

The Internet activities serve as supplemental resources for students and teachers. There is so much material on the various websites that it can be overwhelming when asking students to do web research. I have included a variety of links that support the numerous activities and learning goals for the four novels. Some of the links offer help, instruction, and resources for vocabulary, writing, grammar, and reading skills. Other links take the user to sites where there is information about the author, novel, or the elements of literature. The purpose of this component to the Blackboard shells is to enhance the learning experience and give my students a place to go where they can independently further their own language skills.

Documentation of Objective 7

The internet activities are posted on the Blackboard companion modules for each course shell (ESL 110A, B, C, and D). Just click on the "External Links" button for each novel to access these activities and links. Here are partial screen shots of each *External Links* page from the Blackboard shells for the four novels:

The Ghost Fox

Blackboard Learn - Mozilla Firefox

File Edit View History Bookmarks Tools Help

blackboard.com https://dpcdd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCoua

Most Visited Getting Started Latest Headlines

Blackboard Learn

Student Zz-Wahamaki My Places Home ? Help Logout

CHABOT - LAS POSITAS COMMUNITY COLLEGE DISTRICT

My Institution Courses

ESL 110A (developmental) GF: External Links

ESL 110A (developmental)

Announcements

Staff Information

SLO

GF Welcome

GF Pre-Read Assignment

GF Vocabulary

GF Discussion Ques

GF Writing Assignmt

GF Passage Pickers

GF Journals

GF Chapter Summary

GF Book Report

GF Tests

GF External Links

GF Discussion Board

GF Surveys

Help

Done

start Sabbatical FinalSabbaticalReport... Blackboard Learn - M... 1:02 PM

GF: External Links

- Interview with Laurence Yep**
An interview with the author at Papertgers.org.
- About Laurence Yep**
A page all about the author and his books.
- About Folk Tales**
A page that discusses the differences between folk tales and fairy tales.
- More About Folk Tales**
Read a nice selection of folk tales online.
- Chinese Folk Tales**
Are you interested in reading other Chinese folk tales? Click on the link above and it will take you to an annotated bibliography of Chinese Folk tales.
- American Folktales**
Check this website out if you'd like to try to read some American Folktales.
- California Distance Learning Project**
Click on the link and it will take you to the *California Distance Learning Project*. This site has a collection of very practical topics geared to an adult education audience. It includes audio-enhanced reading, vocabulary, "pick an answer", and a definition matching game. The site has easy navigation and lively animated graphics.
- Word of the day**

Hush

Blackboard Learn - Mozilla Firefox

File Edit View History Bookmarks Tools Help

blackboard.com https://dpcdd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCoua

Most Visited Getting Started Latest Headlines

Blackboard Learn

Student Zz-Wahamaki My Places Home ? Help Logout

CHABOT - LAS POSITAS COMMUNITY COLLEGE DISTRICT

My Institution Courses

ESL 110B (developmental) H: External Links

ESL 110B (developmental)

Announcements

Staff Information

SLO

H Welcome

H PreRead Activities

H Vocabulary

H Discussion Ques

H Writing Assignmt

H Journals

H Discussion Board

H External Links

Tools

Help

Done

start Sabbatical FinalSabbaticalReport... Blackboard Learn - M... 1:02 PM

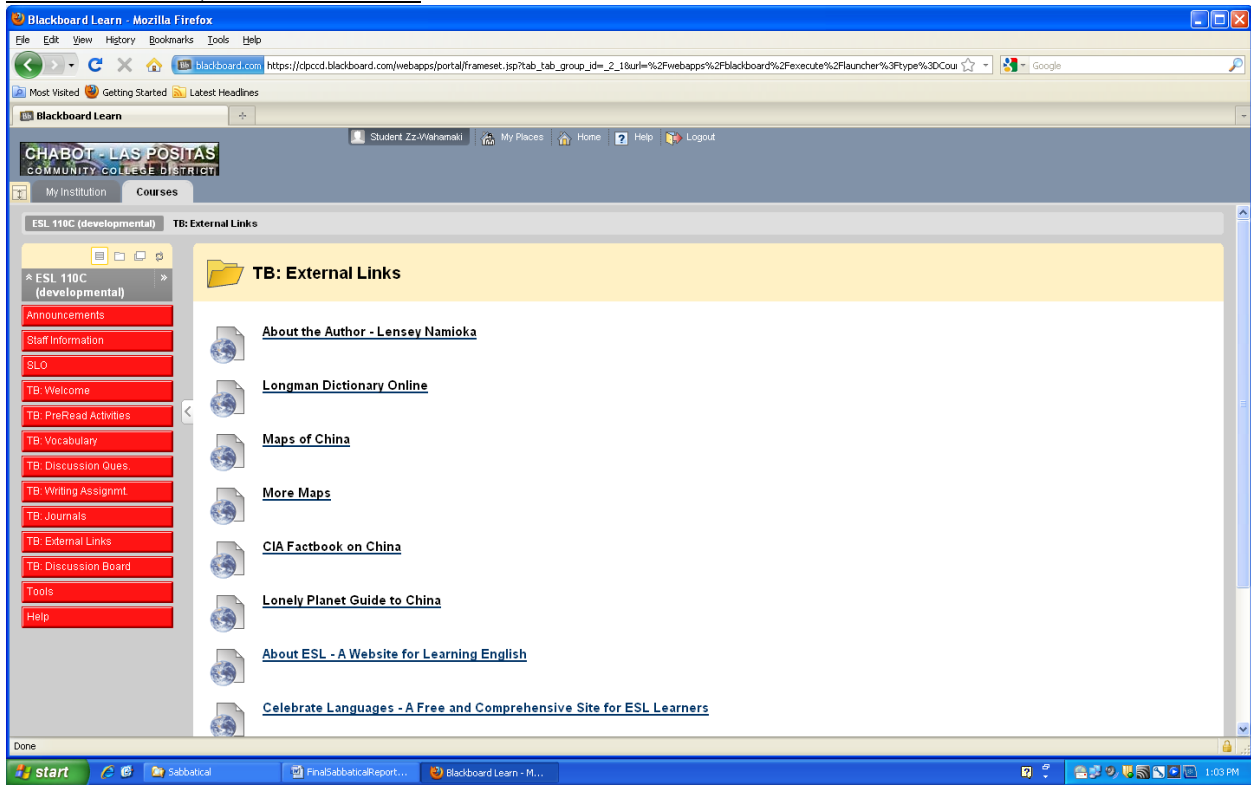
H: External Links

ESL WEBSITES for practicing your language skills...

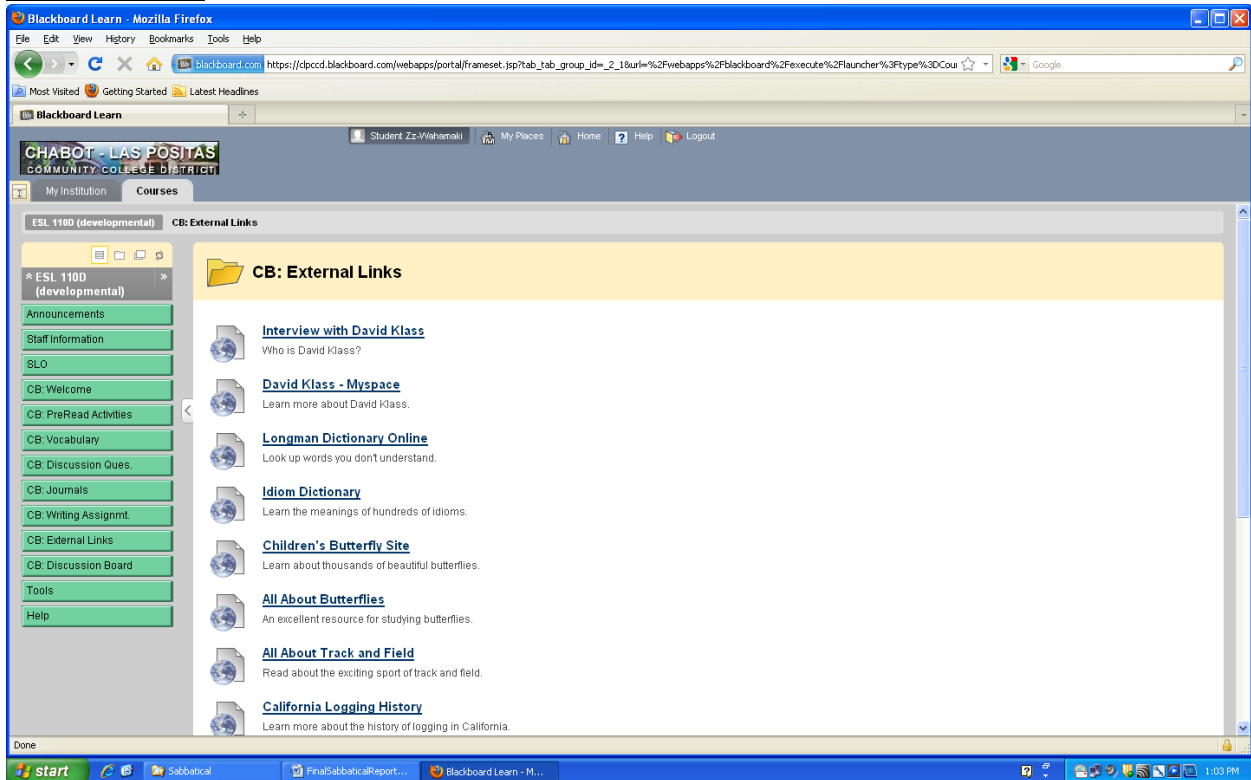
Check out these links below...they'll take you to Internet websites which have lots of fun exercises for you to improve your English skills on your own.

- ESL Activities**
Practice your grammar and vocabulary and try some crossword puzzles.
- Unscramble the Sentences**
Practice the parts of speech by unscrambling words to make sentences.
- Purdue Online Writing Lab**
Check out this link to review the structure of a paragraph.
- Online Reading Activities**
Click on the Intermediate Reading list and try out some activities.

Ties That Bind, Ties That Break



California Blue



Objective 8: Uploading of Materials Online (10%)

Plan: Each novel will have an accompanying companion module online so that students can access and complete the materials from any computer. All of the handouts will also be loaded onto the Chabot College server where ESL faculty will have access to them in case they want to download and print them out for use in the appropriate course along with the corresponding novel.

Documentation: I will submit the links for this site where the modules are stored as well as the link where the materials stored.

Completion and Documentation of Objective 8

To log onto the online Blackboard modules, you must log onto the Blackboard site for Chabot College. To do this you need a username and password. The username and password for the Sabbatical Committee are the following:

Username: lwahamaki1234 (That's a lowercase "L" in front of my last name, not a number "1")

Password: lwahamaki1234

Blackboard@Chabot login page: <https://clpccd.blackboard.com/webapps/login/>

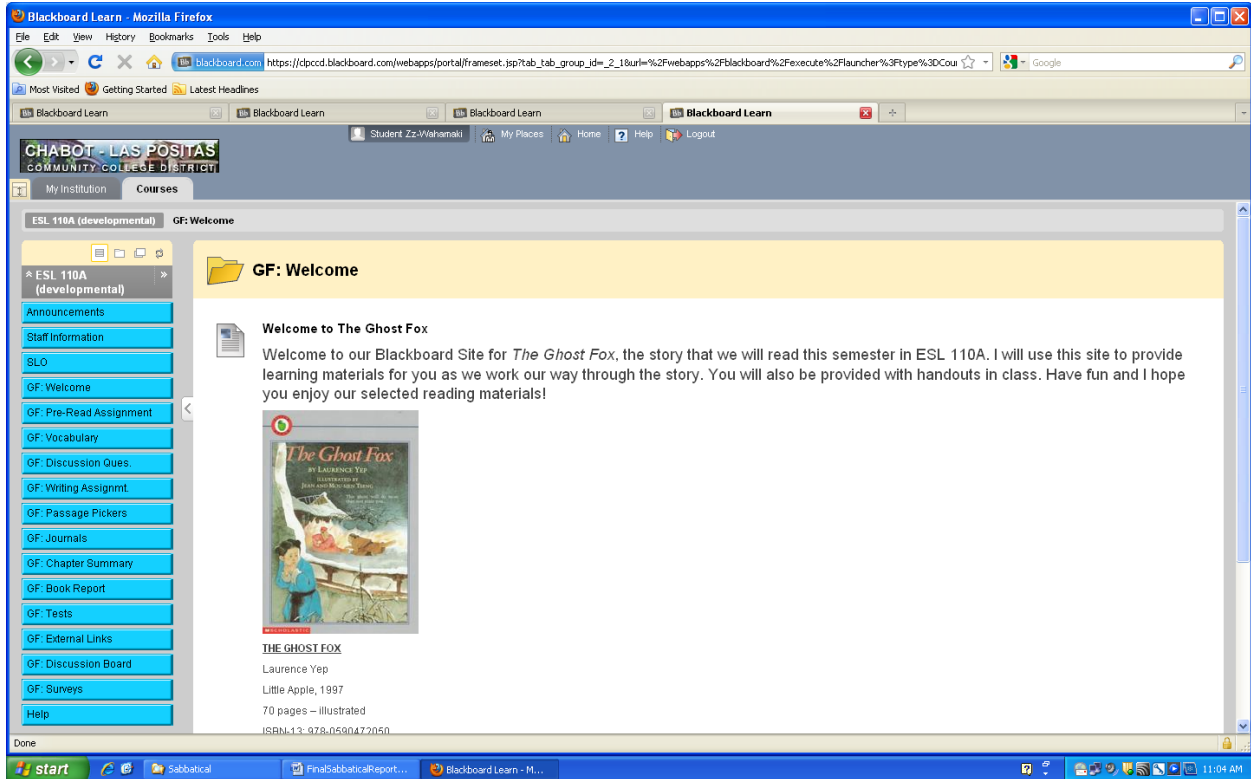
Please read this note from Blackboard regarding which web browser is most suitable for accessing and using Blackboard:

- **Web Browsers** (Wednesday, August 17, 2011)
Blackboard has yet to certify Internet Explorer 9 or the latest releases of Firefox and Chrome as reliable with its product. They will still work, but they won't work perfectly. It is recommended that you use IE 8 and/or Firefox 3.6, which you can download from the Microsoft and Mozilla web sites, respectively. If you are using IE 9, be sure to enable Compatibility View by clicking its icon on the right side of the address bar.

If you are using an iMac, don't try to access Blackboard with Safari. Some of the content on the pages will not be visible; if possible, use Firefox instead.

Once you've logged onto the Blackboard site, you should see the courses listed below. Each one corresponds to a specific course for which I developed the materials. Just click on the link within Blackboard and the course should open up to the *Welcome page*. Use the buttons on the left-hand side of each shell to navigate around the site and preview the materials.

- [Chabot-Wahamaki-ESL-110A-dev: ESL 110A \(developmental\)](#) (Novel: *The Ghost Fox*)
Instructor: Linnea Wahamaki



Wahamaki

- [Chabot-Wahamaki-ESL-110C-dev: ESL 110C \(developmental\)](#) (Novel: *Ties that Bind, Ties that Break*) Instructor: Linnea Wahamaki

Blackboard Learn - Mozilla Firefox

File Edit View History Bookmarks Tools Help

blackboard.com https://dpcod.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCour...

Most Visited Getting Started Latest Headlines

Blackboard Learn Blackboard Learn Blackboard Learn

Student Zz-Wahamaki My Places Home ? Help Logout

CHABOT - LAS POSITAS
COMMUNITY COLLEGE DISTRICT

My Institution Courses

ESL 110C (developmental) TB: Welcome

ESL 110C (developmental)

Announcements

Staff Information

SLO

TB: Welcome

TB: PreRead Activities

TB: Vocabulary

TB: Discussion Ques

TB: Writing Assignmt.

TB: Journals

TB: External Links

TB: Discussion Board

Tools

Help

TB: Welcome

Ties That Bind, Ties That Break

Welcome to our Blackboard site for Ties That Bind, Ties That Break, the novel we will read and discuss this semester in ESL 110C. I will use this site to share information and assignments with you as we work our way through the story. I hope you enjoy it, have fun reading it, and learn a lot.

Lensey Namioka
Laurel Leaf, 2000
154 pages
ISBN-13: 978-0440415992

Ailen lives a happy life with her upper middle class family in China. However, one day her life changes dramatically as her parents demand that

Done

start Sabbatical PinsSabbaticalReport... Blackboard Learn - M...

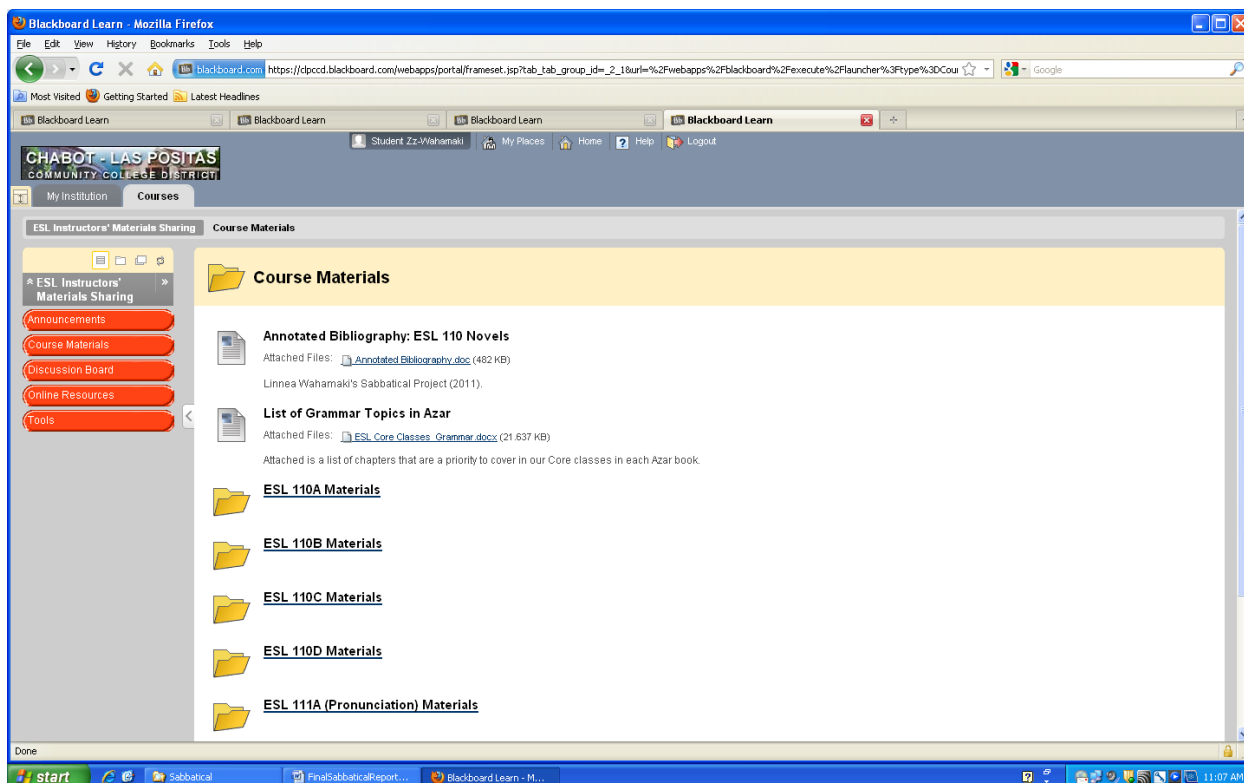
11:05 AM

Wahamaki

- [Chabot-Wahamaki-ESL-110D-dev: ESL 110D \(developmental\)](#) (Novel: *California Blue*)
Instructor: Linnea Wahamaki

The screenshot shows a Blackboard Learn interface for the course 'ESL 110D (developmental)'. The page title is 'CB: Welcome'. On the left, there is a navigation menu with items like 'Announcements', 'Staff Information', 'SLO', 'CB: Welcome', 'CB: PreRead Activities', 'CB: Vocabulary', 'CB: Discussion Ques', 'CB: Journals', 'CB: Writing Assignmt.', 'CB: External Links', 'CB: Discussion Board', 'Tools', and 'Help'. The main content area features a yellow header 'CB: Welcome' and a document icon. The text reads: 'Welcome to California Blue', 'Welcome to our Blackboard site for California Blue, the novel we will read and discuss this semester in ESL 110D. I will use this site to share information and assignments with you as we work our way through the story. I hope you enjoy it, have fun reading it, and learn a lot.', 'CALIFORNIA BLUE', 'David Klass', 'Scholastic Inc., 1st ed., 1996', '208 pages', 'ISBN-13: 978-0590466899', and 'ISBN-10: 0590466895'. Below the text is a small image of the book cover for 'California Blue' by David Klass, with the text 'POINT-SIGNATURE DAVID KLASS' and a quote 'Is the life of our humanity worth the death of an entire novel?'.

- [ESL Instructors' Materials Sharing](#) (a materials sharing site for Chabot College's ESL instructors). The materials for each novel are stored in the corresponding ESL 110 Materials folder.



Please see the accompanying binders, which contain the hardcopies of most of the materials.

Final Words

Thank you for giving me the opportunity to work on this project. It was most enjoyable and it allowed me to rediscover the wonderful world of stories for audiences both young and old. I have also come away with a greater understanding of how to use Blackboard. Its many features now enhance learning activities and provide supplementary learning opportunities for my students. I now feel much more confident when building my Blackboard sites for all my courses. As I use these materials in my classes or with individual students, I will be able to see firsthand what works and what does not. I am also working with our librarians to purchase as many of the novels in my annotated bibliography as possible for circulation to Chabot's students. I will continue to develop materials as I use other novels from the bibliography, and I look forward to sharing my materials with my colleagues.

Stephen Woodhams

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Woodhams Stephen Vance
(last) (first) (middle)
English / Language Arts
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Spring Year 2010

Semester Spring Year 2011

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

October 11, 2011
Date

Signature

Stephen Vance Woodhams

ACADEMIC SERVICES
CHABOT COLLEGE
10-14-11

REVISED 11-15-2007(Approved)—resubmitted for 2009-2010

Stephen Woodhams

Chabot College

II. Purpose of Leave

The purpose of my leave would be to:

1. To update and improve my ability to teach literature-based classes, specifically English 4, Critical Thinking and Writing about Literature and creative writing-based classes, specifically English 12, Craft of Fiction Writing.
2. To research full-length texts appropriate to our developmental and transfer-level English classes at Chabot College.
3. To initiate and produce a polished draft of a full-length creative work of fiction/memoir as part of my professional development as a writer and English instructor and to shed light on the creative process and process of composition for the benefit of writing students at Chabot College.

III. Specific Objectives, Plan for Achieving these Objectives, and Documentation

Objective 1; To update and improve my ability to teach literature-based classes, specifically English 4, Critical Thinking and Writing about Literature, and English 12, Craft of Fiction Writing, at Chabot College. (15%)

Plan: I will review syllabi and course outlines of at least five equivalent courses at community colleges and four year colleges and universities, divided between literature and critical thinking and creative writing. I will interview and confer with at least four colleagues and other writing-based professionals to gather ideas about how they use literature in their courses to promote student participation and successful writing projects. I will base the interviews on the following questions:

How do you incorporate literature into your creative writing or composition courses?

What specifically have you done to promote student engagement and class participation with the literary material?

What do you want students to take away from reading literature that they can apply to their own creative work or writing?

How do you motivate students to read “the canon” or more traditional writers, whose work may seem difficult or removed from the students’ concerns?

How do you design assignments to avoid the possibility of plagiarism in a literature-based course, given the abundance of literary criticism on-line?

Please describe a specific assignment involving a literary work done for a creative writing or composition/critical thinking course that produced good student writing.

Documentation: I will submit copies of this course research as well as updated revisions of my own course outlines and syllabi at Chabot College. I will submit notes and summaries of conversations and interviews with colleagues and writing teachers at Chabot, De Anza College, and University of California at Santa Cruz, for example, on the subject of both craft and pedagogy and discuss how this research might apply specifically to my own teaching.

Objective 2: To research full-length texts appropriate to our developmental and transfer-level English classes at Chabot College (15%)

Plan: I will survey works drawn from colleagues and other credible sources (such as reviews by established journals and library websites) and then read at least ten books, balanced between fiction, non-fiction and memoir.

Documentation: I will submit a list of texts surveyed and an annotated bibliography of the works read with specific recommendations as to thematic links and course applications.

Objective 3: To initiate and produce a polished draft of a full-length work of creative writing as part of my professional development as a writer and English instructor and to shed light on the creative process and process of composition for the benefit of writing students at Chabot College. (70%)

Plan: To produce a manuscript of original work, and document the process for students pursuing similar writing goals.

Documentation: I will submit a manuscript of at least 100 pages (approx. 25,000 words) edited and formatted according to professional publication standards. I will provide notes on the process of structuring and composing a full-length work, with suggestions and guidelines and a recommended bibliography that informed the process, applicable to writing students at Chabot College. I will present a reading from the work at Chabot College and discuss the process of writing it.

Stephen Woodhams

Objective 1

The responses to the survey questions showed a range of attitudes about how to approach the teaching of literature in composition and creative writing classes. Most of the respondents taught in other institutions besides Chabot, which was a different, less student oriented approach than the one we favor here. Still, there were many valuable ideas about how to empower students to handle big ideas through the reading of literature in composition classes, as well as valuable representations of typical assignments, suggestions for min-units in a class session, ways to subvert and handle plagiarism, and even examples of topical blackboard discussions.

I also had the chance to talk with professors and fellows at the American Academy in Rome, Italy where I was a visiting Artist Scholar during February, 2011. These discussions picked up where the surveys left off.

I got ideas for a English 1A composition class on technology and social networking from Wendy Richmond, a professor in digital media who writes about art and technology. Another fellow, an expert in urban landscape and planning, provided context and a suggested bibliography for my English 7 transfer level course, "Mapping the West."

Survey responses and syllabi for the new Eng 1A and English 7 courses are attached here, along with other syllabi that I gathered that have proved helpful in designing these courses.

Stephen Woodhams
Sabbatical report 2010-2011

A. Objective 2: To research full-length texts appropriate to our developmental and transfer-level English classes at Chabot College

B. I surveyed works drawn from colleagues and other credible sources (such as reviews by established journals and library websites) and read at least ten books, balanced between fiction, non-fiction and memoir.

C. I'm attaching a bibliography of the works read with specific recommendations as to thematic links and course applications.

D. I am submitting a hard copy of my report and a PDF electronic copy to the Sabbatical Leave Committee.

Stephen Woodhams

Objective 2

Eng 1A

“What the internet is doing to our brains”

The goal of this course is to connect with ideas larger than our selves and to read and write about them in a critical, meaningful, college-level, and ultimately academic way. This includes collecting and assessing evidence, pursuing lines of inquiry, and developing supported arguments. As a theme, we will consider the impact of technology on our lives, with past and future perspectives on how it may be changing the way we think, live and interact. Topics and issues covered will include social networking, downloading, the information highway, the high tech industry and product design, the effect of various technologies and mediums on the brain and the body, including the internet and web itself as the ultimate medium, and the science fiction future of technology. Is it here already?

I am not a Gadget

Vintage 2010

Jaron Lanier

What Technology Wants

Penguin 2011

Kevin Kelly

The Shallows

W.W. Norton 2010-11

Nicholas Carr

Hamlet's Blackberry

Harper Perennial 2010

William Powers

The Facebook Effect

Simon and Schuster 2010

David Kirkpatrick

English 13

“The Poetry of Observation”

This course is based on close observation of the world and ourselves as a source for poetry. We will try to marry our sensory perceptions and experiments with language to a variety of forms and restraint based exercises, with the goal of writing a series of connected haiku about nature, childhood, animals, the body, as well as narrative prose poems drawing on story-telling devices, surrealist and modernist experimental poetry reflecting modern life, thematic sonnets on relationships, song lyrics drawing from personal experience. In all, the line break will be the defining moment, the breath of the poetic act.

Basho The Complete Haiku

Kodansha International 2008

The Haiku Apprentice

Stone Bridge Press 2006

Abigail Friedman

The River Sings: An Introduction to Poetry

Pearson 2004

Jeff Knorr

English 7

“Mapping the West”

This critical thinking and writing course will use the concept of a map as a way understanding the world and ourselves, specifically in the context of the western world, and “The West” itself where find ourselves. Students will construct their own maps based on various criteria, decode maps for bias and special interests, and consider how maps embody knowledge within certain parameters. For the purpose of this course a map will be considered to be any ordering system, which includes everything from the essays you write to the texts we will consider, to imaginary constructs and actual maps themselves. We will consider the west as both a place and an idea, locally and globally, from “closing the frontier” to globalization, using pictorial material to help us understand concepts and information not otherwise known.

Into the Wild

Anchor 2007

Jon Krakauer

The Power of Place

Oxford University Press 2010

Harm De Blij

The Geography of Nowhere

Free Press 1994

James Howard Kunstler

Infinite City

University of California Press, 2010

Rebecca Solnit

Saturday

Anchor 2006

Ian McEwan

Maps of the Imagination

Trinity University Press 2007

Peter Turchi

Stephen Woodhams
Sabbatical report 2010-2011

A. Objective 3: To initiate and produce a polished draft of a full-length work of creative writing as part of my professional development as a writer and English instructor and to shed light on the creative process and process of composition for the benefit of writing students at Chabot College.

B. I produced a manuscript of original work, and documented the process for students pursuing similar writing goals.

C. I am submitting (and attaching) a manuscript of at least 100 pages (approx. 25,000 words) edited and formatted according to professional publication standards. I am also providing notes on the process of structuring and composing a full-length work, with suggestions and guidelines and a recommended bibliography that informed the process, applicable to writing students at Chabot College. I will be reading from the work at Chabot College and discussing the process of writing it in the Chabot College Library, 12-1, Nov 8, 2011

D. I am submitting a hard copy of my report and a PDF electronic copy to the Sabbatical Leave Committee.

Stephen Woodhams

Objective 3

A. Comments on the creative process of composing this manuscript, with suggestions and recommendations for writing students, B. followed by an annotated bibliography of books that informed the process, and C. notes and outline material.

A. My writing of this manuscript “The Uncle John Chronicles” has been a learning experience—a chance to immerse myself in the creative process and try to sustain a piece of work over a period of months. The work evolved to include research into his life and letters, which I’ve been working to incorporate. The fact that my uncle was an English professor himself—and an early pioneer of teaching creative writing in composition classes at the University of Virginia, where the authors William Faulkner and Katherine Anne Porter sat in his class as visiting writers-- has made the memoir very specific to what I can bring back to the classroom. I use selections from a textbook he developed at the University of Virginia in my creative writing courses and am now getting more feedback from the students about some of his ideas that I plan to include in the memoir—so it has come full circle.

Part of the work is about discovering what I had in common with my uncle, who was a strict, no-nonsense personality—at least to a younger version of the narrator—and learning life lessons through my contact with him, often in “literary discussions” of a sort. These lessons—in modified form—are what I bring back: the importance of audience, of reading and writing in general, and above all, of the significance of character, something my uncle seems to have exemplified.

This November I will be giving a reading at the Chabot College library where I plan to talk about both the creative and research process involved in this effort as well as read an excerpt. The main idea I’ll try to impart—and not for the first time—is the importance of using experience and observation as a source for writing, of trying to capture in words what’s happening in the world and what’s conjured in the mind.

B. Annotated Bibliography—books that have directly informed this writing process

Travels with My Aunt

Penguin Classics 2004

Graham Greene

A direct model for an avuncular narrative

The Lady and the Monk

Vintage 1992

Pico Ayer

Ayer's approach to characterization and point of view proved inspirational—I was also living in Kyoto, where this travelogue is set, while working on this memoir.

This Boy's Life

Grove Press 2000

Tobias Wolff

This memoir reads like a novel—Wolff's style has long been a model for my writing. I also heard him read at UC Santa Cruz during my sabbatical.

Life in the Studio

Avon Books 1980

Nancy Hale

This book was dedicated to my uncle and a work that he admired about the artistic method. It is a biography of Hale's parents and so I looked to it to study an approach that my uncle "approved."

Becoming a Writer

Tarcher 1981

Dorothea Brande

The original book on the creative process

Designing Narrative

Norton 1997

Madison Smartt Bell

An astute analysis and application of narrative strategies for creative writing

The Realities of Fiction

Prager 1977

Nancy Hale

This consideration of why creative writing is important is valuable in its own right—the author was a friend of my uncle's and so this is also a valuable resource for ideas about he viewed the teaching of literature and writing (not to mention the fact that she appears in my memoir as a character).

Stephanie Zappa

CHABOT/LAS POSITAS COLLEGES

Sabbatical Leave Committee

Sabbatical Leave Summary and Certification Sheet

(Please print in ink or type)

TO: Sabbatical Leave Committee

FROM: Zappa Stephanie A.
(last) (first) (middle)

Language Arts / English
(Division) (Subject Area)

Period of Sabbatical Leave:

Semester Spring

Year 2009

Semester _____

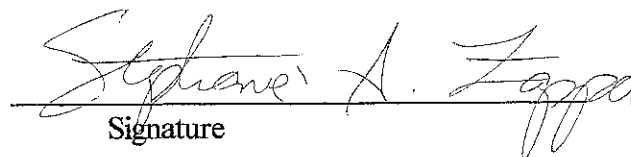
Year _____

Certification:

I certify that I have completed the Sabbatical Leave Program and the objectives listed and described on my approved Sabbatical Leave Application, including any approved modification of the application.

Oct. 8, 2009

Date


Signature

RECEIVED

OCT 11 2009

Stephanie Zappa
Sabbatical Leave Report
Oct. 8, 2009

Objective 1:

I will write 150 pages of my project; the goal is completion of my second novel or an initial draft of my third. The point of this process is a closer exploration of “process” vis a vis “product.” My self-imposed product (documentation, in this case) will provide evidence of the process. Our students, for the most part, do not often understand the distinction between process and product, nor do they inherently grasp the need for process as they evolve as writers. This project should lead to my further exploration and better understanding of both process and product.

As follows, I have submitted the first 150 pages of the second novel (153 to be exact, since I didn't want to interrupt a scene), referenced above. Though the manuscript is complete (thanks to the sabbatical), it is nearly 400 pages long, and I am still in the process of editing. After the page space, I have also submitted parts of my process journal. There is a note to the committee about the way in which I use that journal at the beginning of it.

NOTE: These materials are available in the Office of Academic Services, Chabot College.

Objective 2:

Read eight books, 2 of which will be on the craft of writing, as potentially useful to teachers of creative writing and their students.

Annotated bibliography follows. As indicated in the details of my objective, the first six books are novels, with recommendations for possibly teaching; the last two are “how-tos” or books on craft.

**Outside of the required format, I would just like to say thank you, most sincerely. This time gave me an opportunity I have never had: the luxury to pursue the (albeit at times quite painful) process of writing a book and working on it daily. I learned more than I can possibly articulate, about my own process, about the mucky work of creating, and the time away has enabled me to come with new vigor back into the classroom. Thank you!

Stephanie Zappa
Book list/ Annotated Bibliography
Sabbatical Leave Project, Spring 2009

The Brief Wondrous Life of Oscar Wao
Junot Diaz

The much-touted novel by the young Dominican writer is a worthy read. His characters, the young Oscar, along with his mother and sister, and the generations before them, are woven through a historical look at the Dominican Republic few of us really know. Diaz cleverly points this out in one of his early footnotes. He uses footnotes as a device from the first-person narrator whose identity is not clear till toward the end of the book. For the most part they work well and add a comic tone, though some of them are, well, devicey, gimmicky, at times interfering with the story itself. He is at his best when he simply tells the story, and it is a brutal one, all too often, about the repressive regime, *El Jefe*, and their impact on people's lives. He shows expertly the effects of power gone awry, in addition to an exploration of the D.R. immigrant's experience in New York. Through poverty and pain, he manages to keep a sense of humor in prose that truly snaps up off the page. It could be teachable in English 4, though it's a long read. The voice is captivating, though, and I recommend it to lovers of fiction and/or history.

The Madonnas of Leningrad
Debra Dean

A different and compelling look at the siege of Leningrad, the protagonist is a former museum curator. As the novel opens, she works feverishly with her assistants to take down, unframe, and carefully roll up the canvases of a series of Madonnas which have graced the museum for decades. Fearful of the encroaching German invasion, they struggle to protect this art. The paintings though, once removed, haunt the protagonist; she can still see them. She walks through the damaged building and narrates the story of each painting to herself, by title and description, after the bombing has begun and persists, in an attempt to retain her sanity. She also becomes a volunteer firefighter, and watches during long nights for fires on the rooftop of the museum caused by the bombing. The brutal siege drives the characters into the cellars, and they are starving, many dying. This is a close look at the experience of being under occupation, and the writing is beautiful. A good book to teach with historic and/or war themes. Audience is anyone interested in good storytelling with historical bent.

A Mercy
Toni Morrison

Morrison at her finest, here writes about slavery in its early days, the 17th century colonies. Particularly brilliant is her evocation of the chaos of life in colonial times, and the tremendous insecurity faced by everyone; of course, race and poverty increased one's vulnerability exponentially. The book jacket states that this could be *Beloved*, two centuries earlier, and so it could. Her look at the details of slavery, from the most mundane ways of subjugation to the chilling physical "inspections" by some whites to make sure that coloreds, beneath their clothing, were not animals (looking, specifically, for hooves in one scene, thereby

determining an affinity with the devil), is dramatic and visceral. Morrison also includes several perspectives as main characters: a Native American woman, a white farmer and his wife, a free black, as well as the slaves. The novel has a powerful and driving plotline, as the author opens the book with a question about a slave mother (“How could she...?”) who gives her daughter away, and does not fully answer it until the very last few pages. Morrison’s usual genius: economic writing, precision that gives a character, a type, a lifestyle in literally a paragraph, happens frequently throughout. She’s always challenging, and I’m thinking of using it in English 4.

Behind the Scenes at the Museum

Kate Atkinson

The book spans nearly the entire twentieth century through four generations of women. From the beginning, the lively first-person narration through the eyes of first a baby, then a child, takes the reader through a delightful, at times darkly comic, alternately truly tragic journey. The narrator is a twin, though we don’t learn this till later. Her grandmother was very poor, and “ran off” with a traveling photographer; though this may sound like a hackneyed plot twist, Atkinson makes it work, and her detailed prose is convincing throughout. The narrator’s mother, Bunty, is a portrait of a working-class wife in London who struggles with the roles of mothering and being a wife, while she works and worries to make ends meet. Due to its epic nature, I hesitate to teach this one, however, I would certainly put it on a recommended list for students in creative writing classes. With its varied and interwoven themes historic, feminine/ist, pacifist, it could work for a number of different sections of English 4, depending on the focus. I was captivated throughout, and recommend it, as the writing is vivid and evocative.

Song Yet Sung

James McBride

An accessible read and gripping plotline, this would be a good companion to Morrison (either *A Mercy* or *Sula*) for English 4, as an illustration of varied technique and style on a given topic. In fact, I plan to do just that next spring. This is McBride’s newest novel; many of my colleagues, and I, too, have taught his memoir, *The Color of Water*, at the basic skills levels. The story of the final years of slavery and its unraveling, the focus sharpens on the main character, a runaway with a “gift” of vision; she can see into the future, which is not always a gift, of course. In addition, the “code” used by slaves on the run to communicate harkens back to Tubman’s railroad to freedom, a tightly kept secret which could meant survival, or not. Because of the danger, and a collection of characters—a blacksmith who knows and uses the code, a white woman bounty hunter and her henchmen who make a living off runaways, the “Woolman,” a giant of a runaway who made his peace with nature and still lives in the forest as a legend—in a wild, post-colonial setting, there is a great deal of suspense, and as a page-turner, I think it will appeal to students. The cast of compelling characters keeps the story moving ever forward, and the culture of an 18th (and 19th) century Maryland is presented through a flawless use of setting.

The Guernsey Literary and Potato Peel Pie Society
Jane Schaffer and Annie Barrows

This collaboration between aunt and niece writers is a wonderful look at a specific group of folks and their experience of World War II, written as an epistolary novel. Set on the English Channel Island of Guernsey just after the war, the novel tells the story of the German occupation of that island through letters exchanged just after the war. After the bombings in London, when writer-Englishwoman Juliet Ashton stumbles by accident on the fact of the occupation, she finds herself so intrigued by the literary society (one of the seminal book groups, no doubt) that she goes to visit and can't seem to leave. The voices in the letters are nearly flawless; characters are so distinct, neatly drawn, and compelling, it's a quick read. There is also tragedy, of course, in the death of one character and the scarring of another who endures a concentration camp on the mainland. The spirit of the characters drives the book, through their little-known experience during that war: the Germans occupied this island for five years. The inhabitants were starving and for the most part felt forgotten, given the drama of London being bombed and of course the theater being primarily in Europe. There is a love story threaded throughout as well. This would be wonderful in an English 4 with a focus on war or history.

Books on craft: How-tos

The Sincerest Form: Writing Fiction by Imitation
Nicholas Delbanco

This might be of use as a text in English 12. It's also not bad as a reference for a writer who is searching for material, who's taken some sort of break and wants to get back into the swing, or for a self-motivated beginner who doesn't want to start out with the writing workshop route. I found it useful as a "jump start" during one of the many fallow periods we all encounter. There are many authors and a range of styles represented. Chapters are centered around various literary devices: "Plot and Structure," "Character and the Epiphanic Moment," "Dialogue," etc. Twelve short stories comprise the first chapters and are followed by an analysis of style, structure, and theme, relevant to the focus of the chapter. That analysis is followed by exercises, some, though not all, useful. The second half of the book includes twelve short stories featuring a decent range of authors both classical and contemporary (Welty to Diaz). Each of these, too, is followed by ten different exercises. Some of the comments from writers themselves are useful, though not consistently. Though it is accessible, it's a bit stuffy, unnecessarily so. Personally, I'm happier with the Burroway book, *Writing Fiction*, though I do wish she (and her publisher) would stop coming out with new editions, preventing students from buying used and selling back.

Reading Like a Writer
Francine Prose

Marginally useful: as a teaching text, it's rather esoteric, especially for our levels of introductory and beginning creative writing. It could be a recommended text, but it operates from the assumption that readers of it are readers in general. It may be subjective, but I am put off by Prose's tone. Because of that, I wouldn't subject my students to her. I read the book because it was a gift from a friend, but I must say it's got that ivory tower kind of tone, at times condescending. References to texts of many genres, but less useful than the Delbanco book, which includes the reading and then analyzes and responds to it. She does point out some of the successful techniques used by writers or many eras, and this is probably the strength of the book. On the other hand, I picked up and read a novel she referenced and was greatly disappointed. I'd leave this one off the list.