

TABLE OF CONTENTS

Application for Federal Assistance Form SF 424
Supplemental Information for Form SF 424
Budget Information Non-Construction Programs Form ED 524
Project Abstract i
Table of Contents 1
Program Narrative
Part I: Joint Comprehensive Development Plan – Columbia College and Lake Tahoe Community College (LTCC)
Overview of the Institutions.....2
Prior Title III Support6
Justification for Cooperative Arrangement.....6
Strengths, Weaknesses, and Significant Problems9
Institutional Goals.....15
Institutionalizing New Practices and Improvements16
Part II: Joint Activity Objectives – Columbia College and LTCC
Activity Objectives17
Part III: Joint Implementation Strategy and Timeline – Columbia College and LTCC
Overview:.....20
Five Year Implementation Plan Summary.....21
Component One: *Develop Comprehensive Data Warehouse & Reporting Capacity*23
Component Two: *Increase Access to Information for Enhanced Decision-Making*26
Component Three: *Train Staff, Faculty & Administrators To Use Resources Effectively*29
Component Four: *Develop a Culture of Inquiry by Integrating the Use of Data into all Decision-Making Processes*.....30
Implementation Strategies Timetable32
Part IV: Joint Key Personnel – Columbia College and LTCC
Key Personnel36
Part V: Joint Project Management Plan – Columbia College and LTCC
Project Management Narrative42
Organizational Chart.....45
Part VI: Joint Evaluation Plan – Columbia College and LTCC
Evaluation Plan46
Part VII: Joint Budget Narrative – Columbia College and LTCC
Budget Narrative.....52
Competitive Preference Priority.....53

Program Profile

Detailed Budget Narrative

GEPA Statement

Assurances and Certifications

Tie-Breaker Information: Fall 2009 Full-Time Equivalent (FTE) Students: 4,253; total market value of endowment fund for 2009-10: \$53,327; total expenditures for library materials during 2009-10: \$22,385.

PART ONE: COMPREHENSIVE DEVELOPMENT PLAN

Scoring Criteria: *The strengths, weaknesses and significant problems of the institution’s academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution.*

Scoring Criteria: *The goals for the institution’s academic programs, institutional management and fiscal stability are realistic and based on comprehensive analysis.*

Scoring Criteria: *The objectives stated in the plan are measurable, related to institutional goals, and if achieved, will contribute to the growth and self-sufficiency of the institution.*

Scoring Criteria: *The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practices and improvements under the proposed project.*

Overview of the Two Institutions forming the Cooperative Project:

Columbia College (CC) and **Lake Tahoe Community College (LTCC)** are the partners of this Title III Cooperative application. Both colleges are small, public, two-year community colleges in California, separately accredited by the Western Association of Schools and Colleges. Each located within the Sierra Nevada mountain range, the two campuses are approximately 100 miles apart, although driving time varies from 2.5 to 4 hours due to the winding mountain roads and potentially inclement weather conditions experienced in this region.

Columbia College, the lead institution, was established in 1968, and is one of two institutions (including Modesto Junior College) that comprise Yosemite Community College District (YCCD). Columbia College is very unlike its sister college, which is a large, urban Hispanic Serving institution, and is ineligible to partner with Columbia College in this cooperative project. Located in Sonora, on 280 acres of forestland in California’s historic Mother Lode gold country, Columbia has been described as one of the State’s most beautiful community colleges. Historically, the Sierra Nevada’s natural resources drove the economy—the Gold Rush, timber production, and agriculture.

Columbia’s service area consists of all of Tuolumne and Calaveras Counties and portions of Stanislaus County which include Oakdale, Knight’s Ferry, Valley Home, Riverbank, and

Columbia College & Lake Tahoe Community College Title III Cooperative, California

Waterford. The majority (64%) of Columbia students are from Tuolumne County although an increasing percentage of students (19%) come from Calaveras County, with additional demand in the Oakdale area. Surrounded by the Stanislaus National Forest, Columbia State Historic Park, and part of Yosemite National Park, the region's principal employment sector is government, followed by healthcare, hospitality, tourism, and entertainment. Each of the 56 highest ranked occupations for 2011-2016 in Calaveras and Tuolumne Counties, both by largest occupation and fastest growing occupation, will require an associate's degree or certificate.¹ These occupations include education, computer services, mental health and other healthcare services, and real estate appraisers.² In general, the three major counties Columbia serves fall below State and national averages in terms of economic prosperity and educational attainment. For example, the average percent of adults over age 25 with a bachelor's degree or higher in Tuolumne, Calaveras, and Stanislaus Counties is just 17.4%, compared to 30.1% statewide.³ The median household income in Tuolumne County (\$48,874) falls 19% below the statewide median.

Lake Tahoe Community College (LTCC), the partner institution, is located on the southern shore of Lake Tahoe at an altitude of 6,250 feet. LTCC has been the sole provider of postsecondary education for the estimated 30,000 residents of its 196 square mile alpine service area since 1975. With beautiful Lake Tahoe on the north, Nevada on the east and high mountain passes at south and west, the community of South Lake Tahoe is isolated from mainstream California. Along with its geographic isolation, severe winter weather, limited employment opportunities and stringent environmental concerns that have virtually stopped commercial and residential development, the Tahoe Basin has experienced little to no economic growth and diversification over the years.

¹ Center of Excellence. Economic Modeling Specialists, Inc. (EMSI) Report. April 4, 2011.

² CA Labor Market Information Division, 2012. <http://www.labormarketinfo.edd.ca.gov/>.

³ US Census Bureau. American Community Survey 2008-2010. <http://factfinder2.census.gov/>

The major industries of the service area of LTCC are tourism and hospitality. The ski slopes of Heavenly Valley rise above the College, and the Nevada State line which runs through the center of town has given rise to a row of famous gambling and entertainment casinos. Because the local economy is heavily dominated by tourist-oriented enterprises, seasonal fluctuations in employment are relatively high, much of the workforce is unskilled, and average pay is only slightly more than minimum wage. Employment in the lodging and gaming industry far surpasses any other single industry in the region. The average household income in South Lake Tahoe is \$43,144, while the average per capita income is just \$21,281⁴. Educational levels in South Lake Tahoe indicate that only 21% of the overall adult population has earned a Bachelor's degree or higher.

While LTCC's district consists mainly of California communities located along the south shore of Lake Tahoe in the extreme eastern portion of El Dorado County, its service area extends into the Nevada side of the Lake Tahoe basin. Approximately 10-15% of LTCC's students reside in Nevada.

Because they are open access campuses, CC and LTCC serve populations of students who often come to college with a variety of academic deficiencies and personal challenges. Many of these students are economically and educationally disadvantaged. At least one half of LTCC's students are first-generation college students, while approximately 70% of CC's students are first-generation. Compared to the California Community College average, LTCC and CC each enroll more than twice the percentage of students aged 50 and older (24% and 22%, respectively, compared to California average of 10%). Due to vast similarities in the regions they serve geographically, socially, and economically, it is not surprising that the two institutions'

⁴ Ibid.

Columbia College & Lake Tahoe Community College Title III Cooperative, California

student populations also share many common traits. Comprehensive profiles of each campus's student body are presented below.

Profile of Columbia College Students		
Total Fall Enrollment (2011) 3,480	Total Full-Time Students 1,012	Total Part-Time Students 2,468
2010-11 Total FTE: 2,511.97	2010-11 Credit FTE: 2,431.09; %	2010-11 Non-Credit FTE: 80.77; %
Undergraduate Student Age: 50% 25 and over; 50% 24 and under. Average Age: 33.6		Average GPA: 2.61
% of Full-Time Students Receiving Some Form of Financial Aid: 41.0%		
Gender: 56.9% female; 41.9% male		
Ethnicity: White: 72% ; Black: 1% ; Hispanic: 10%; Asian/Pacific Islander: 2% ; American Indian/Alaskan Native: 1%; Multi-Ethnicity: 2%; Unknown: 12%		
Transfer-Out Rate of Entering Students who Transfer within 150% of Normal Time to Program Completion: 15.24%		
Graduation Rate for Full-Time, First-Time Undergraduates within 150% of Normal Time (who began program in 2003): 19%		
Degree and Certificate Offerings: Students are able to take courses in 43 different disciplines in 28 different majors, seek a certificate in 38 varied fields and choose between 18 career preparation certificates.		
Degrees and Certificates Awarded (2010-2011): < 1 Year Certificate: 54; 1-2 Year Certificate: 17; Associate Degree: 180.		
Sources: IPEDS 2010; California Community Colleges Chancellor's Office (CCCCO), 2010-2011; CC 2012.		

Profile of Lake Tahoe Community College Students		
Total Fall Enrollment (2006) 3,392	Total Full-Time Students 492	Total Part-Time Students 2,900
2006-07 Total FTE: 1,690.03	2006-07 Credit FTE: 1,617.47; 95.7%	2006 Non-Credit FTE: 72.56; 4.3%
Undergraduate Student Age: 65% 25 and over; 35% 24 and under. Average Age: 35.78		Average GPA: 3.05
% of Full-Time Students Receiving Some Form of Financial Aid: 27%		
Gender: 54.7% female; 45.3% male		
Ethnicity: White: 72% ; Black: 1% ; Hispanic: 13%; Asian/Pacific Islander: 1% ; Unknown: 9%		
Transfer-Out Rate of Entering Students who Transfer within 150% of Normal Time to Program Completion: 14%		
Graduation Rate for Full-Time, First-Time Undergraduates within 150% of Normal Time (who began program in 2003): 44%		

Degree and Certificate Offerings: Students are able to take courses in 54 different disciplines in 36 different majors, seek a certificate in 20 varied fields and choose between 12 career preparation certificates.

Degrees and Certificates Awarded (2005-2006): < 1 Year Certificate: 12; Associate Degree: 111.

Sources: IPEDS 2006; California Community Colleges Chancellor's Office (CCCCO), 2006-07; LTCC 2007; 2003 cohort data.

Prior Title III Support: In 2008, CC was awarded a Title III Strengthening Institutions grant to build its distance education program and a resource development office. The grant is being implemented successfully and will end in 2013. Also in 2008, LTCC was awarded a Title III grant to implement a campus-wide Enterprise Resource Planning (ERP) system (Datatel) and build an Operational Data Store (ODS). The proposed collaborative Title III project builds on the success each campus has achieved with their current Strengthening Institutions grants. At CC, external funding has initiated new programs that require data collection, reporting, and evaluation; while LTCC has built a strong technological infrastructure upon which it now needs to expand in order to fully capitalize on these resources.

JUSTIFICATION FOR COOPERATIVE ARRANGEMENT

Columbia and LTCC are logical partners for a cooperative Title III arrangement based on their similarities – they share similar strengths, weaknesses, obstacles to achieving goals, and desire to improve based on a shared vision for success. They are the 7th (LTCC) and 9th (CC) smallest colleges among the 110 community colleges in California (per Fall 2010 enrollment).

Several common trends and problems at CC and LTCC are evident: severe State budget restraints, limited staffing consumed with multiple responsibilities, rapidly increasing technology expectations of students, faculty, and staff; large, spread-out service areas with significant populations of first-generation, low-income, and an older-than-average students, very limited opportunities for faculty professional development, and a severe lack of research and data

Columbia College & Lake Tahoe Community College Title III Cooperative, California

analysis capacity integrated into the campuses decision-making processes. The State of California’s “50% Law” requires colleges to limit expenditures in non-instructional areas, such as institutional research, to less than 50% of the general fund. This creates challenges with data-informed decision-making; unless we engage our entire college communities in the effort, we cannot hire enough institutional researchers to collect everyone’s data for them.

The benefits of collaboration include: shared project management costs; collaborative professional development and training opportunities for faculty and staff empowering them with data analysis and reporting tools, and shared use of professional consultants. Both campuses also use Datatel Colleague’s ERP system. By working collaboratively, CC and LTCC can achieve the project objectives in a much more economically sound manner than if each campus tried to separately address them.

Comprehensive Development Plan: Major planning groups involved in the cooperative strategic planning process and the Title III cooperative proposal development process are summarized in the table below.

Title III Proposal Development Process	
College Constituents on the Title III Planning Team	
<p>Columbia College: Dr. Dennis Gervin, President, Leslie Buckalew, VP, Student Learning, Gary Whitfield, VP Administrative Services, Chris Vitelli, Dean, Career & Technical Education, Melissa Raby, Dean Student Services, Michael Torok, Dean of Arts & Sciences, Diana Sunday, Interim Director of College Planning and Researcher, Brian Demoss, Director of Information Technology, Beccie Michael, Director of Development, Kasey Fulkerson, Admin Specialist.</p>	<p>LTCC: Dr. Kindred Murillo, LTCC Superintendent/President; Dr. Thomas Greene, Vice President, Academic Affairs and Student Services; Cynthia Preston, Dean of Instruction; Kurt Green, Interim Dean of Instruction; Tracy Thomas, Interim Director of Student Services; Dr. Virginia Boyar, Director of Career-Technical Education; Melonie Guttry, Foundation Executive Director; Sara Pierce, Student Learning Outcomes Assessment Coordinator & full-time faculty member, Cheri Jones, Interim Executive Director of Information Technology & Education Services, Julie Cathie, Financial Aid Director, Susan Walter, Director of Human Resources.</p>
Institutional Constituents from Each College	
<p>CC: CC Academic Senate,</p>	<p>LTCC: Board of Trustees, Associated Student</p>

Administrative Council, Classified Senate, CC Foundation, Media & Technology Services Department, Staff Development Committee, CC Development Office, Distance Education Committee, Computer Science Division, Human Resources Department, Office of Institutional Research.	Council, College Council, Academic Senate, Faculty Association, Leadership Team, Classified Employee Senate, Technology Council, Curriculum Committee, Human Resources t, Student Services, Computer Services and Admissions and Records, Student Learning Outcomes (SLO) Committee; Enrollment Management Committee.
External Constituents	
Community and industry-based advisory committees, K-12 partners, community groups, vocational program advisory committees, Foundation Board, community-based organizations.	
Key Planning Documents and Resources	
CC and LTCC Facility Master Plans, CC (2008-15) and LTCC (2011-17) Educational Master Plans, CC Campus Master Plan 2007, CC and LTCC Mission and Vision Statements, Goals, Core Values (CC), Objectives, and Strategies, CC and LTCC Internal and External Scans, 2011 CC Substantive Change Proposal, CC Accreditation Self-Studies, 2005 & 2011, 2009 Midterm Response, 2011 Evaluation Report, 2012 letter from ACCJC, LTCC 2011 Accreditation Self-Study, LTCC Comprehensive Evaluation Visit Team Report, LTCC Faculty-Staff Experience Survey 2010, LTCC Student Experience Survey 2010, CC Faculty Survey 2010, CC Student Survey 2010, LTCC Fact Book 2010-11, CC Technology Plan 2011, LTCC Technology Plan, CC BRIC-TAP Action Plan, CC Institutional Effectiveness Report 2009, LTCC Guide to Integrated Planning, CC Strategic Planning Process Cycle, LTCC SLO 3-year plan.	

CC and LTCC’s mission statements and the steps that led to the development of this collaborative Title III proposal are described in the following table.

Mission Statements and Title III Planning Steps
<p style="text-align: center;">Columbia College Mission</p> <p><i>Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and embrace diversity.</i></p>
<p style="text-align: center;">Lake Tahoe Community College Mission</p> <p><i>Lake Tahoe Community College (LTCC) provides access to higher education for the local community and to those who show an interest in our unique and supportive environment. LTCC focuses on enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals through the provision of:</i></p> <ul style="list-style-type: none"> • <i>Developmental education to achieve basic foundational skills in English, including reading and writing, and mathematics, which are essential for students to succeed in the workforce and higher education.</i> • <i>Professional and career education to achieve employment, and enhanced career and technical skills for job advancement, in order to stimulate the development of an increasingly diverse local economy,</i>

and to advance California's economic growth and global competitiveness.

- *Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.*
 - *General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.*
 - *LTCC is committed to fostering innovation and sustainable practices that contribute to institutional effectiveness and student success, verified by a process of assessment, and supported by integrated planning and resource allocation.*
- Discussions between the College Presidents initiated the process. The Title III Project Director, Activity Directors and key campus committees held sessions on their own college campuses. Individual college planning groups reviewed common issues.
 - A joint Title III planning team further explored overlaps in strategic plans' goals and objectives, and accreditation recommendations. Common problems and goals were identified as a focus for a cooperative proposal focusing on common gaps with regard to technology infrastructure, data analysis and reporting, and application of data into decision-making processes.
 - Planning for proposed joint Title III Activity development and strategies to overcome problems resulted in 1) strategies selected for the cooperative Title III proposal and 2) strategies for the campuses to pursue independently.
 - Relevant campus committees engaged in discussions. The planning team divided tasks and collated data for the Comprehensive Development Plan, conducted literature reviews, engaged in discussions with similar programs across the country, consulted vendors and incorporated their past experiences.
 - Economic feasibility was discussed. A budget was developed collaboratively with input from key members of the College's respective budget committees.
 - Measurable outcomes were assigned to project objectives for continuous assessment of progress and impact.
 - A plan was developed to pilot, evaluate and institutionalize project activities.

The shared institutional strengths, weaknesses, and significant problems that were identified as a result of this systematic process are explained in detail throughout the following section.

Shared Strengths: Academic Programs

Solid reputation in communities served. Extremely strong advisory committees with **excellent business partnerships**. Both campuses are located in rural, mountainous areas; each **capitalizes on this physical environment** for educational programs. **Both campuses have exemplary programs**—Columbia's standout programs include culinary, fire science, automotive technology, multimedia, and child development. LTCC has standout programs in science, math, business, wilderness education, and its fire academy. Number of **CTE programs with industry recognized certifications**. Faculty committed to professional development and **improving teaching and learning**. Significant **recent growth in the variety of online course offerings**. Growing use of **technology in instruction**. Faculty and staff are engaged with students and are active in the local community.

Shared Weaknesses: Academic Programs

Faculty have very **limited ability to access non-standardized and real-time data**. Current data **reporting utility is not user-friendly and not available** to faculty and staff. The college does **not have access to effective and reliable environmental scanning and forecasting information** for program review and educational master planning. Faculty are **unaware of what data is being collected** and is available for their use. Some faculty and staff **lack knowledge and experience to use data** for data-informed decision making and continuous improvement. **Inconsistent data definitions** that need to be corrected and maintained. The colleges lack capacity to facilitate the transformation of data into useful information, to maintain and advance data warehouses, and transform information into appropriate actions. Faculty and staff do not have necessary training to extract useful data independently.

Significant (Academic Programs) Problem #1: Faculty and staff do not have access to appropriate data for assessment and continuous improvement, nor the knowledge and experience for consistent data-informed decision making.

Both CC and LTCC have crippling access issues that limit faculty and staff usage of data for informed decision-making. While data integrity must be maintained, the current status at CC and LTCC is that none of the faculty can acquire data or run reports independently – they must rely on the offices of Institutional Research (IR) for the data they need. This presents multiple problems: first, since both campuses currently employ only one individual in their IR offices, requests for data or reports cannot be responded to in a timely manner. Second, most faculty and staff at CC and LTCC are not even aware of the types of data that are available, and consequently many do not even request data. The present culture at each campus is to simply rely on anecdotes and personal observations for decision-making. Some faculty report using hard copy grade books to manually calculate success in their courses, because there is no other way for them to garner that information.

The cost of inefficiency due to this lack of ability to produce comprehensive institutional data when it is needed most cannot be overstated. Although Columbia College now has Cognos, even the Information Technology and IR staff are not trained in how to use this sophisticated

Columbia College & Lake Tahoe Community College Title III Cooperative, California

query and reporting tool effectively. CC also has licensing for SharePoint Business Intelligence (BI), although it has not been installed or made available due to lack of staff time. BI offers a number of data analysis, query, and report functions in a user-friendly format that could significantly improve access to data once deployed. Similarly, LTCC has licensing to Business Objects, although due to lack of resources, this primary data reporting tool has not been made available campus-wide and sufficient training has not been offered.

As data analysis and reporting tools are deployed, employees will need to be trained in how to access information and generate reports. Currently, neither college offers training to use query or reporting tools; consequently, staff are unfamiliar with the type of data that is available, how to extract and analyze data, or how to convert data into meaningful information for effective decision-making.

Finally, planning discussions identified serious issues arising from the lack of standard definitions for common data sets used for assessment. The term “success” for example can be interpreted in different ways. In order to create a culture of evidence at CC and LTCC where meaningful discussions around data can take place, commonly accepted and understood definitions for key data elements must be created and used consistently throughout each campus.

Shared Strengths: Institutional Management

Both campuses have **integrated ERPs** (Datatel). High degree of inter-campus **collaboration**. Facilities are up-to-date and in good condition. Governing Boards are stable and informed. Complete and **experienced management teams**. Comprehensive suite of student services based on best practices but not verified through data analysis. Campus-wide **desire to use data for informed decision making**. **Commitment** at both colleges to enhance institutional effectiveness by integrating data analysis into program review, resource allocation, and other planning & evaluative processes.

Shared Weaknesses: Institutional Management

Deferred maintenance issues due to budget cuts. Limited access to reporting software due to cost of licenses. **Neither college has a Dashboard of institutional effectiveness metrics**. There are **gaps in data elements collected** that would be appropriate for assessment of institutional effectiveness. The colleges have **disparate data sources that are not integrated** into a comprehensive data warehouse. Access to some data is too dependent upon specific individual

employees. The colleges have person-dependent reports and person-dependent databases that have made the institutions vulnerable to loss of data, lack of consistency, lack of accuracy, lack of quality control and verification and multiple definitions of data elements. Both campuses have received **accreditation recommendations to use more data for decision-making**.

Significant Problem (Institutional Management) #2: Inadequate data and decision-making support tools impair the colleges' ability to make effective and timely institutional management decisions.

CC and LTCC do not have adequate research tools to allow administrators, deans, faculty and staff to access the information they need to facilitate decision-making. As previously described, employees must request data or reports from their respective IR offices. The role of research staff has been reduced to primarily providing data for mandated reports rather than focusing resources on building and maintaining a comprehensive data warehouse, conducting research, and serving as advisors for complex, strategic, or innovative initiatives. Formal standards for reporting data or performance metrics is extremely limited and there is no shared repository of data standards.

Common interfaces, formats for performance reporting, scorecards (performance data available to the public), and key indicators of institutional effectiveness have not been identified. Without a data dashboard to inform the campus and the public of the status of the colleges' effectiveness, whether at a departmental or institutional level, it is very difficult for faculty or administrators to gauge program specific and overall institutional success. The colleges have not engaged in campus-wide discussion about success, how it should be measured, or how the college is performing against such measures.

There is a serious lack of database integration between departments on each campus that causes major inefficiencies for the two institutions relating to data accuracy, consistency, and integrity. Currently, both campuses suffer from staff and faculty keeping data in separate systems

Columbia College & Lake Tahoe Community College Title III Cooperative, California

(including Access and Excel spreadsheets, “homegrown” databases, or other reporting systems, such as SARS). These person- or program-specific disparate sources are not linked to the ERP or a comprehensive data warehouse and threaten the colleges’ effectiveness on many levels, including issues with accuracy and consistency of data across systems, limited accessibility and ability to navigate the system by only one or two individuals, duplication of data entries, and lack of awareness by potential decision-makers that data is even collected and available.

Through various discussions and work on previous projects and innovative activities, the campuses identified numerous gaps in data collection efforts that would be useful metrics for institutional effectiveness. These gaps range from employment status of graduates, to more accurate means for garnering first-generation college student status. Some data gaps may be remedied simply by integrating sources into a comprehensive data warehouse, while others will need to be strategically addressed.

Shared Strengths: Fiscal Stability

The Colleges consistently meet budgeted ending fund balances and are **fiscally conservative**. Colleges have cash reserve above State mandates. **No material findings in audit statements**. The main campus endowments have experienced positive growth. Both campuses **recognize the importance of resource development** and have been successful with securing grant funding for projects aligned with strategic plans. **Solid Foundations provide scholarships and program support**. Separate accreditation processes ensure that **both campuses thoroughly meet standards related to fiscal responsibility**. Both institutions have a **positive economic impact** on the communities they serve. Enrollment is managed to maintain an effective balance between access and educational quality. Budget cuts have been made without layoffs of full-time faculty; Colleges have **managed State-driven budget cuts without jeopardizing the core mission**. The colleges employ **open, transparent, collaborative budget process**.

Shared Weaknesses: Fiscal Stability

Declining revenues from State of California, on which both colleges are dependent. Inability to predict funding from year to year. **Tuition (state-mandated) has tripled in three years**. Increasing cost of fringe benefits and insurance costs cause additional staffing expenses. **Legislative mandates dictate resource allocation** in areas that may or may not be institutional priorities. The State has also established **unfunded mandates**. Isolated, rural communities are **highly sensitive to economic changes** at the state and national level that have a direct impact on enrollment and funding. **Lack of data places severe limits on both colleges’ ability to most efficiently and effectively allocate scarce resources**. Program review process is hindered by **lack of comprehensive, objective data which prevents informed decision-making about**

program investments, revisions, and discontinuance.

Significant Problem (Fiscal Stability) #3: The colleges lack adequate resources to implement strategies that lead to continuous improvement in institutional effectiveness.

All community colleges are required to regularly demonstrate effectiveness as determined by their accrediting bodies. Trends in accountability and assessment are placing greater emphasis on the need to collect and report data, objectively evaluate programs and services, and allocate resources accordingly. As revenue sources continue to decline, it is even more imperative that colleges operate as efficiently as possible. Continuous improvement requires resources; and in order to use such resources effectively, a strong system of data-informed management must be in place.

Columbia College recently completed its self-study and was visited by an accrediting team of the Accrediting Commission for Community and Junior Colleges (ACCJC). In a letter dated February 1, 2012, the college was placed on “Warning Status” and asked to correct deficiencies related to six recommendations; **four of those recommendations are directly affected by the college’s lack of IR capacity**, as noted in the table below.

Recommendation from ACCJC to Columbia College February 2012
<i>“In order to meet the standard, the team recommends that the institution:</i>
Complete the development and assessment of student learning outcomes for all courses and programs and develop and assess learning outcomes in administrative services, student services, as well as the Library and Learning Support Services and use the results for improvement of student learning and institutional effectiveness (Standards I.B.3, I.B.7).
Continue to assess the evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, the library and other learning support services.
Implement planning and program review processes in administrative services, and use the results to inform technology decisions, physical resource needs and resource allocation.
Systematically assess the effective use of financial resources and uses the results of the evaluation as the basis for institutional improvement.”

LTCC's most recent accreditation site visit was conducted in October 2011. The Visiting Team issued a Comprehensive Evaluation Report, which outlined five recommendations, **three of which are related to data evaluation and assessment processes**, as noted below:

Recommendation from ACCJC to Lake Tahoe Community College October 2011
“In order to comply with the standards, the team recommends that the College develop and use quantitative standards – in addition to the qualitative standards it has already identified – to enable it to better assess progress towards realizing its mission and completing its planning goals.
In order to the Proficiency Level described in the ACCJC's rubric for Student Learning Outcomes for 2012, the team recommends that the College build on the work it has achieved in student learning outcomes assessment for courses and accelerate the assessment of program and institutional outcomes.
In order to meet ACCJC standards and to improve, the team recommends that the College consistently and formally evaluate all of its core systems and processes, including governance, budgeting, communication, planning, and decision-making, and use those evaluations to improve these core processes.”

Again, the State of California has a “50% Law” that limits colleges from spending more than 50% of its funds in non-instructional areas. With all of the operational costs involved in maintaining a college campus, this law severely restricts investing in non-instructional activities such as IR. While both CC and LTCC are deeply committed to continuous improvement, they currently lack the resources – including staff time, software, and technical assistance – to implement strategies that are known to contribute to institutional effectiveness.

Key Planning Goals: Columbia and LTCC each has an integrated strategic planning process that involves all campus constituent groups' participation. Following the CDP planning process described above, which included extensive review of various planning documents, accreditation reports, and other constituent-based institutional plans, the Title III Planning team developed shared institutional goals that contribute to the strengthening of academic programs, institutional management and fiscal stability. Due to space limitations, only those institutional goals which will be directly impacted by Title III Activity objectives are discussed here.

Shared Institutional Goals for CC & LTCC Related to Proposed Title III Activities	
Key Title III Academic Program Goals	
1. Increase access to data for faculty, staff and administrators.	2. Strengthen web-based tools for data analysis and reporting.
3. Provide professional development to improve data analysis and research capacity.	4. Identify and communicate a common set of definitions to promote discussion using data.
Key Title III Institutional Management Goals	
5. Implement user-friendly technologies to facilitate information acquisition, processing and dissemination.	6. Convert and integrate disparate data sources into a comprehensive electronic data warehouse.
7. Identify and strategically address gaps in data collection.	8. Develop a culture of inquiry that supports data-driven decision-making in accordance with accreditation standards.
Key Title III Fiscal Stability Goals	
9. Increase cost-efficiency through increased access to information.	10. Integrate data into administrative processes to improve institutional effectiveness.

Institutionalization Plan and Source of Funds for Institutionalization:

Due to severe budget cuts and the dramatically changing fiscal environment in the State of California, the colleges must be cautious and use thoughtful planning before committing to long-term staffing plans. Only those positions that are essential to institutional change will continue post-grant. The proposed project has been carefully designed to build capacity and allow sustained systemic change without requiring an unrealistic amount of long-term costs to the colleges. This will be accomplished through the use of consultants to support installation, integration, and/or expert working knowledge of programs already owned by the colleges, building tools and resources accessible to all employees, providing staff development that will provide employees with the expertise and experience to continue activities after the grant period ends, and utilizing existing employees (without using grant funds, to avoid supplanting) to the greatest extent possible. Additionally, as the next few years are anticipated to bring further reductions in state revenue, the colleges plan to take a modest approach to institutionalizing key positions over the course of the grant. Columbia will therefore begin paying for a portion of the

Columbia College & Lake Tahoe Community College Title III Cooperative, California

Systems & Programming Analyst in Year 4 (30%, or \$31,106 salary/fringe) to allow sufficient time for the college budget to assume these additional costs. In Year 5 the position will be 50% college-funded (\$54,263 salary/fringe), so that by the first year following completion of the grant, the total cost (\$113,951) will be manageable for the General Fund to continue funding in its entirety. No other positions will be institutionalized post-grant at CC. LTCC will not begin institutionalizing positions until after the grant ends. The total cost of approximately \$115,000 to institutionalize the full-time Database Administrator/Report Developer at LTCC will be incorporated into the college's general fund post-grant; the college does not plan to institutionalize the part-time Research and Planning Specialist because the faculty and staff should be adequately trained by that time to manage some of the data extraction needed for assessment." The colleges' Presidents initiated this project and are fully behind the implementation and institutionalization plans; they are committed to allocating the necessary resources to sustain the activities post-grant.

PART TWO: JOINT ACTIVITY OBJECTIVES

Scoring Criteria: *The extent to which the objectives for each activity are realistic and defined in terms of measurable results.*

Scoring Criteria: *The extent to which the objectives for each activity are directly related to the problems to be solved and to the goals of the comprehensive development plan.*

ACTIVITY: Improving Institutional Effectiveness through Increased Access and Usage of Data for Informed Decision-Making.

Introduction to the Activity and Overview: The planned outcome for this single Activity is to build a culture of inquiry whereby faculty and administrators consistently make data-informed decisions for continuous improvement of the two institutions. This will be achieved through an integrated approach that incorporates expanding data and reporting capacity, improving access to data, staff training and technical assistance, and integration of data into administrative processes.

The following five-year Project Activity Objectives flow from the Institutional Goals, providing annual benchmarks for the measured achievement of activities.

Five Year Activity Objectives Columbia College
<i>NB: the metrics for each objective below are fully detailed in the Evaluation section of this proposal and include specific definitions, data elements and processes for assessment.</i>
Component 1: Develop Comprehensive Data Warehouse & Reporting Capacity
<p>Objective 1.1: By September 2017, five disparate data sources have been transitioned into the data warehouse, compared to a baseline of zero in September 2011 (2 by 2014, 3 by 2015, 4 by 2016). <i>Relates to Institutional Goal 6 and Problems 2 & 3.</i></p> <p>Objective 1.2: By September 2017, 40 web-based interactive reports searchable by end-users are developed, compared to a baseline of zero in September 2011 (10 by 2014, 20 by 2015, 30 by 2016). <i>Relates to Institutional Goals 1, 2, 5 & 9 and Problems 1, 2 & 3.</i></p> <p>Objective 1.3: By September 2017, 10 gaps in data collection are identified and addressed, compared to a baseline of zero in September 2011 (2 by 2014, 5 by 2015, 8 by 2016). <i>Relates to Institutional Goal 7 and Problems 1, 2 & 3.</i></p>
Component 2: Increase Access to Information for Enhanced Decision-Making
<p>Objective 2.1: By September 2017, an online dashboard of five to seven key indicators of institutional effectiveness is created, updated annually and is continuously available to students, staff and the general public. [An example of a key indicator of effectiveness would be annual FTE, 150% time graduation rate, fall-to-fall persistence, transfer rate, % completing 30 college credits]. <i>Relates to Institutional Goals 1, 5, 8 & 9 and Problem #1, 2 & 4.</i></p> <p>Objective 2.2: By September 2017, 80% of full-time faculty, staff and administrators surveyed can cite (without prompting) 70% of the key indicators of success and the actual value of the quantifiable measure (within +/- 10% of the current value) (15% of faculty, staff and administrators by 2013, 30% by 2014, 45% by 2015, 60% by 2016). Survey to be administered to 90+% of full-time employees with at least 40% response rate to be valid for assessment. [An example of a key indicator of effectiveness would be annual FTE, 150% time graduation rate, fall-to-fall persistence, transfer rate, % completing 30 college credits]. <i>Relates to Institutional Goals 1, 5, 8 & 9 and Problem #1 2, 4.</i></p> <p>Objective 2.3: By September 2017, 100% of full-time employees will have access to web-based interactive reports utilizing new software functionalities compared to a baseline of zero in September 2011 (50% by 2014, 80% by 2015, 90% by 2016).</p>
Component #3: Train Staff, Faculty & Administrators To Use New Resources Effectively
<p>Objective 3.1: By September 2017, 80% of initially-identified faculty, staff and administrators participate in training and demonstrate competency to access, examine and present data in useful formats for decision-making at the 70% proficiency level compared to zero in September 2011 (30% by 2014, 45% by 2015, 60% by 2016). Assessment by post-training demonstration of previously-identified competencies. <i>Relates to Institutional Goals 3 & 8 and Problems 1, 2 & 4.</i></p> <p>Objective 3.2: By September 2017, newly developed web-based interactive reports are used by end-users to generate 200 unique report views per year compared to the baseline of zero in September 2011 (100 by 2014, 150 by 2015, 175 by 2016). <i>Relates to Institutional Goals 1, 2, 5 & 9 and Problems 1, 2 & 3.</i></p>

Component #4: Develop a Culture of Inquiry by Integrating the Use of Data into all Decision-Making Processes

Objective 4.1: By September 2017, 100% of faculty or administrators trained as “Data Wizards” have provided at least 8 hours of one-on-one or small group mentoring to other faculty and/or staff in the application and/or interpretation of data, compared to a baseline of zero in September 2011 (100% each year). *Relates to Institutional Goals 1, 2, 3, 5, 8, & 9 and Problems 1, 2, 3 & 4.*

Objective 4.2: By September 2017, 100 data-informed decisions will be documented (record the question, raw data extracted, data analysis and decision) per year compared to a baseline of zero in 2010-2011 (40 by 2013, 55 by 2014, 70 by 2015, 85 by 2016). *Relates to Institutional Goals 8, 9 & 10 and Problems 3 & 4.*

**Five Year Activity Objectives
Lake Tahoe Community College**

NB: the metrics for each objective below are fully detailed in the Evaluation section of this proposal and include specific definitions, data elements and processes for assessment.

Component 1: Develop Comprehensive Data Warehouse & Reporting Capacity

Objective 1.1: By September 2017, four disparate data sources have been transitioned into the data warehouse, compared to a baseline of zero in September 2011 (1 by 2014, 2 by 2015, 3 by 2016). *Relates to Institutional Goal 6 and Problems 2 & 3.*

Objective 1.2: By September 2017, 40 web-based interactive reports searchable by end-users are developed, compared to a baseline of zero in September 2011 (10 by 2014, 20 by 2015, 30 by 2016). *Relates to Institutional Goals 1, 2, 5 & 9 and Problems 1, 2 & 3.*

Objective 1.3: By September 2017, seven gaps in data collection are identified and addressed, compared to a baseline of zero in September 2011 (2 by 2014, 4 by 2015, 6 by 2016). *Relates to Institutional Goal 7 and Problems 1, 2 & 3.*

Component 2: Increase Access to Information for Enhanced Decision-Making

Objective 2.1: By September 2017, an online dashboard of five to seven key indicators of institutional effectiveness is created, updated annually and is continuously available to students, staff and the general public. [An example of a key indicator of effectiveness would be annual FTE, 150% time graduation rate, fall-to-fall persistence, transfer rate, % completing 30 college credits]. *Relates to Institutional Goals 1, 5, 8 & 9 and Problem #1, 2 & 4.*

Objective 2.2: By September 2017, 80% of full-time faculty, staff and administrators surveyed can cite (without prompting) 70% of the key indicators of success and the actual value of the quantifiable measure (within +/- 10% of the current value). (15% of faculty, staff and administrators by 2013, 30% by 2014, 45% by 2015, 60% by 2016). Survey to be administered to 90+% of full-time employees with at least 40% response rate to be valid for assessment. [An example of a key indicator of effectiveness would be annual FTE, 150% time graduation rate, fall-to-fall persistence, transfer rate, % completing 30 college credits]. *Relates to Institutional Goals 1, 5, 8 & 9 and Problem #1 2, 4.*

Objective 2.3: By September 2017, 100% of full-time employees will have access to web-based interactive reports utilizing new software functionalities compared to a baseline of zero in September 2011 (50% by 2014, 80% by 2015, 90% by 2016).

Component #3: Train Staff, Faculty & Administrators To Use New Resources Effectively

Objective 3.1: By September 2017, 80% of initially-identified faculty, staff and administrators participate in training and demonstrate competency to access, examine and present data in useful formats for decision-making at the 70% proficiency level compared to zero in September 2011 (30% by 2014, 45% by 2015, 60% by 2016). Assessment by post-training demonstration of previously-identified competencies. *Relates to Institutional Goals 3 & 8 and Problems 1, 2 & 4.*

Objective 3.2: By September 2017, newly developed web-based interactive reports are used by end-users to generate 200 unique report views per year compared to the baseline of zero in September 2011 (100 by 2014, 150 by 2015, 175 by 2016). *Relates to Institutional Goals 1, 2, 5 & 9 and Problems 1, 2 & 3.*

Component #4: Develop a Culture of Inquiry by Integrating the Use of Data into all Decision-Making Processes

Objective 4.1: By September 2017, 100% of faculty or administrators trained as “Data Wizards” have provided at least 8 hours of one-on-one or small group mentoring to other faculty and/or staff in the application and/or interpretation of data, compared to a baseline of zero in September 2011 (100% every year). *Relates to Institutional Goals 1, 2, 3, 5, 8, & 9 and Problems 1, 2, 3 & 4.*

Objective 4.2: By September 2017, 100 data-informed decisions will be documented (record the question, raw data extracted, data analysis and decision) per year compared to a baseline of zero in 2010-2011 (40 by 2013, 55 by 2014, 70 by 2015, 85 by 2016). *Relates to Institutional Goals 8, 9 & 10 and Problems 3 & 4.*

The Activity will be implemented through four major components as illustrated in the

PART THREE: JOINT IMPLEMENTATION STRATEGY AND TIMETABLE

Scoring Criteria: *The extent to which the implementation strategy for each activity comprehensive.*

Scoring Criteria: *The extent to which the rationale for the implementation strategy for each activity is clearly described and supported by the results of relevant studies or projects.*

Scoring Criteria: *The timetable for each activity is realistic and likely to be attained.*

following Five Year Summary Implementation Plan table:

SUMMARY OF SHARED FIVE-YEAR IMPLEMENTATION PLAN Columbia College (CC) & Lake Tahoe Community College (LTCC)				
Year One	Year Two	Year Three	Year Four	Year Five
Develop Comprehensive Data Warehouse & Reporting Capacity				
Integrate SharePoint Business Solutions with ERP (CC).	Integrate TracDat into SharePoint portal (LTCC).	Implement Single Sign on services in the portal (LTCC).		
Build out electronic data warehouse (EDW)	Integrate disparate data sources into the EDW and transition operational reports into the EDW			
	Identify gaps in data collection & implement strategies to address gaps			
	Develop web-based interactive reports searchable by end-users			
	Continue creation of custom queries and reports			
Increase Access to Information for Enhanced Decision-Making				
Develop an online Dashboard of 5- 7 institutional effectiveness indicators & communicate to appropriate stakeholders.	Purchase additional licenses for reporting tools (LTCC - Business Objects).	Develop Institutional Effectiveness Guidebooks that contain a glossary and common set of definitions for data and assessment, list of available standard reports, and how to access data/reports.	Continuous monitoring of data inputs to assure data integrity for all reports.	
Train Staff, Faculty & Administrators To Use New Resources Effectively				
Train IR/IT staff to use new tools.	Continuous group training for query and reporting tools (Business Objects/Business Intelligence) for faculty, staff, and administrators.			
	One-on-one support to unit administrators & faculty to identify appropriate data elements for monitoring institutional effectiveness.			
Develop a Culture of Inquiry by Integrating the Use of Data into all Decision-Making Processes				
Develop reports & integrate into aspects of processes that currently lack data.				
Convene stakeholders for data-informed decision-making planning sessions utilizing new tools; emphasize interpretation and application of data.				
Identify and train power users (Data Wizards) to be ambassadors of culture of inquiry & mentors to other faculty & staff.				

The Comprehensive Development Plan (CDP) outlines numerous weaknesses in CC and LTCC’s academic programs, institutional management, and fiscal stability that relate to the

Columbia College & Lake Tahoe Community College Title III Cooperative, California

specific elements of this Activity. The Colleges’ most critical problems as described in the CDP are: **1) faculty and staff do not have access to appropriate data** for assessment and continuous improvement, nor the **knowledge and experience** for consistent data-informed decision making; **2) inadequate data and decision-making support tools** impair the colleges’ ability to make **effective and timely institutional management decisions**; and **3) the colleges lack adequate resources** to implement **strategies that lead to continuous improvement** in institutional effectiveness. Columbia and LTCC’s self-sufficiency are threatened by all these problems.

While developing this project, the Title III Planning Team involved the campus communities in a collaborative process that first identified major problems and then reached consensus on specific strategies to ameliorate the problems. Team members researched best practices in the literature, reviewed model programs at other colleges, talked to colleagues in California and elsewhere working to resolve similar problems, and closely examined CC and LTCC’s current and prior efforts and outcomes in the problem areas. The Title III Planning Team conducted extensive analysis of the information gathered before recommending the strategies proposed in this application. The strategies selected for implementation are based on: 1) evidence in literature and at peer institutions of their success, 2) cost-effectiveness and sustainability, 3) past experience at CC and LTCC, 4) congruence with the Colleges’ missions, goals and strategic priorities, and 5) the institutional culture of each campus.

Research and Resources Justifying Rationale for Implementation Plan	
College/University Consulted	Research Area
College of Marin (CA)	Data Dashboard development
Lincoln Land Community College (IL)	Data Dashboard development
Mission College (CA)	Data Dashboard development
Aiken Technical College (SC)	Data Dashboard development
Missouri State University (MO)	Building an Electronic Data Warehouse
Waubonsee Community College (IL)	Building an Electronic Data Warehouse
Sullivan CC (NY)	Faculty professional development

Renton Technical College (WA)	Faculty professional development
San Diego Community College District (CA)	Building a culture of inquiry
Canada College (CA)	Turning data into meaningful action
Foothill College (CA)	Building a culture of inquiry
Publications & Research Consulted	
<p>Baldwin, Christopher; Bensimon, Estela Mara; Dowd, Alicia C.; Kleiman, Lisa. <i>New Directions for Community Colleges</i>, Spring 2011, Issue 153, p75-88, 14p; DOI: 10.1002/cc,438.</p> <p>Daigle, S. and Jarmon C. (1997). <i>Building the Campus Infrastructure that Really Counts</i>. Educom Review. 32 (4), 35-38. Doerfel, M.L., & Ruben, B.D. (2002). <i>Developing more adaptive, innovative, and interactive organizations</i>. In B.E. Bender & J.H. Schuh (Eds.), <i>Using benchmarking to inform practices in higher education</i> (Summer 2002 ed., Vol. 118). San Francisco: Jossey Bass. Evelyn, J. (2005). <i>Community Colleges should rely more on institutional research, conference panelists say</i>. http://chronicle.com. Ewell, P. (2011). <i>Accountability and Institutional Effectiveness in the Community College</i>. <i>New Directions in Community Colleges</i> (No153 Spring 2011 p. 23-36). Feldstein and Boothman. (1997) "Success Factors in Technology Training," ASTD, 145-164. McClenney, K.M. (2003) <i>The learning-centered institution: Key characteristics</i>. <i>Inquiry & Action</i>, Spring 5-6. McKinney, Kristin. (1996) <i>Technology in Community Colleges</i>. ERIC Digest, June. Moore, W.S. (2002). <i>Accountability is more than "accounting": Promoting and sustaining institutional assessment-as-learning</i>. <i>Journal of Applied Research in the Community College</i>, 9(2), 89-96. Mullin, C. M., & Lebesch, A. (2010, March). <i>Moving success from the shadows: Data systems that link education and workforce outcomes</i> (Policy Brief 2010-01PBL). Washington, DC: American Association of Community Colleges. New England Resource Center for Higher Education. (2005). <i>Creating a culture of inquiry</i>. NERCHE Brief. Boston, MA. Walleri, R.D. (2003). <i>The role of institutional research in the comprehensive community college</i>. <i>Journal of Applied Research in the Community College</i>.</p>	

Component 1: Develop Comprehensive Data Warehouse & Reporting Capacity

Implementation Plan and Rationale: Both CC and LTCC must collect and maintain significant amounts of data to meet accreditation requirements (e.g. student learning outcomes), compliance requirements (e.g. financial aid eligibility), reporting requirements to the State (e.g. FTE, headcount, degrees), fiscal accountability (financial transactions), and make overall sound business decisions. Both CC and LTCC utilize Colleague’s Datatel® Enterprise Resource Planning (ERP) system, which stores data in an Operational Data Store (ODS). Periodically, a snapshot of institutional data is sent to and stored in the ODS, capturing a moment in time; thus the data in the ODS is static and “cold,” in contrast to data that is dynamic and being constantly revised during a workday (e.g. course enrollments). At CC, historically the ODS has been the source of data for most queries and reports, which is accessible only to IT and IR staff, who are

Columbia College & Lake Tahoe Community College Title III Cooperative, California

extracting data from the ODS when making custom or standardized inquiries. Until its recent transition to the Datatel ERP, LTCC had even less access to data than CC, due to its use of non-integrated information management systems. At each campus, access to the ODS is extremely limited due to lack of proficiency in using the system, the fact that the ODS is not a user-friendly reporting tool, its recent adoption (at LTCC), and lack of a culture of evidence whereby faculty and staff regularly request data or reports.

In recent years, there has been movement at community colleges across the nation towards creating Electronic Data Warehouses (EDW) that aggregate selected data from an ODS in a manner that makes it more useful for decision support (Cohen 2006). A successful EDW requires the design of data models and interfaces that integrate large amounts of data from multiple sources and systems in a timely manner and sort it into subject-oriented collections (Walker 2006). These can then be used to support a culture of data-informed decision-making consistent with ongoing institutional effectiveness efforts (Mann 2001). Traditionally, the users of EDWs have been highly trained persons who are experts at mining data from the system; but EDWs are being used more frequently by a variety of users whose information needs range from the simple to very complex (Howard 2007). As recommended by Cohen (2006), potential users of the EDW at CC and LTCC will be engaged in training early on, at a level appropriate for their anticipated use.

An EDW is an expensive investment. It requires extensive consulting expertise (Year 1), a data analysis, manipulation and reporting utility (Years 1 & 2), extensive efforts to identify and map all current data sources to the database fields (Years 1-5), integrating the new database with the existing Datatel® ERP (Year 1), populating the database and testing and verifying the transfer of data (Year 2), training staff (Years 1-5) and developing standard reports for end-users

Columbia College & Lake Tahoe Community College Title III Cooperative, California

(Years 2-5). As such, CC will hire a full-time Systems & Programming Analyst, while LTCC will hire a full-time Database Analyst/Report Writer – each of whom will help to support the development, build out, and maintenance of the EDW and be institutionalized post-grant.

Both campuses propose to expand their reporting utilities in order to capitalize on the value of the EDWs. CC will install SharePoint's Business Intelligence Reporting and Analytics solutions and integrate it with the college's ERP. LTCC will utilize Business Objects and its associated Info View web-based reporting capacity; TracDat for integration of student learning outcomes assessment data; SharePoint Info Path as a means of collecting data through online forms; and EMS Scheduling for strategic academic scheduling and facilities utilization – all accessible through SharePoint Portal. These products were the logical choice since CC already owns licensing to SharePoint, but is lacking the staff time to install the Business Intelligence functions; while LTCC has previously purchased SharePooint, Business Objects, TracDat, and EMS Scheduling, although these resources require additional resource investments to maximize their utility. These tools will allow the colleges to integrate various sources of data into a single, complete view of the institution, align goals and strategic plans through data dashboards that provide a meaningful perspective of program and institutional effectiveness, and deliver robust operational and analytical reports with high-impact visuals, drill-down capabilities, and slice/dice interactivity that will allow faculty and staff to quickly extract, understand, and analyze information that can be used for decision-making.

Efforts to integrate disparate data sources into the EDW will be ongoing (Years 2-5), along with the identification of gaps in data collection and implementing strategies to address those gaps (Years 2-5). At CC, one such gap is transitional data between local high schools and CC students. CC proposes to join Cal-PASS, a statewide initiative that collects, analyzes and

Columbia College & Lake Tahoe Community College Title III Cooperative, California

shares student data in order to track performance and improve success from elementary school through university. By doing so, the college will enter into an agreement to provide data once a year, which focuses primarily on student transcript information (such as courses, grades, and outcomes). CC's primary feeder high schools, Sonora and Summerville High Schools, already participate in Cal-PASS, so by electing to join, CC would have access to high school data online that could be integrated into the EDW.

A number of standard, customizable reports will be available to end-users throughout the two campuses as a result of building out the EDWs and implementing reporting and analytical utilities. Standard reports will be organized by subject area and department/program to facilitate user-friendly extraction. Each will be customizable, allowing users to select certain time periods, demographics (e.g. student age, ethnicity, or income levels), or other data elements that are stored in the EDW (e.g. major, GPA). Additionally, the IR offices will work with key staff that have a regular need for certain reports, and will create custom queries and reports to meet those needs.

Component 2: Increase Access to Information for Enhanced Decision-Making

Implementation Plan and Rationale:

Although each college collects enormous quantities of data, they have never identified key data elements to use as indicators of institutional effectiveness. Of course, CC and LTCC regularly complete required reports to the State and federal government (e.g., IPEDS), but these are not internally identified measures of effectiveness that align with the Colleges' missions, visions and strategic plans. Ongoing assessment of institutional effectiveness is also crucial for accreditation. In July 2011, the Accrediting Commission for Community and Junior Colleges (ACCJC), the accrediting entity for both CC and LTCC, updated its rubric for evaluating

institutional effectiveness to reflect a higher standard and expectation that, “institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating results of assessment into decisions about institutional priorities and improvement plans” (ACCJC 2011). Research has shown that faculty do not value institutional effectiveness activities when they believe they are only conducted for mandated reasons; in contrast, faculty support appears to be much stronger when they believe the motivation for such efforts is to improve the institution’s programs and services (Welsh & Metcalf, 2003).

The higher education literature is replete with discussions of how to assess and report institutional effectiveness for increased accountability to stakeholders (Owsley 2010, Sibolski 2010, Middaugh 2009, Egbert 2010, Hollowell 2006). Many community college researchers and professionals agree that data elements required by governmental and accrediting bodies are not necessarily those that are most meaningful within the campus for measuring effectiveness (Ewell, 2011; Lumina Foundation, 2005). In fact, the Lumina Foundation’s report, *Data Don’t Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance*, concluded: “Too often, accountability policies require institutions to report data that are never actually used to guide decisions at the institutional or state levels. Because of this lost opportunity, the value of these efforts is often more symbolic than practical.”

The Colleges’ analyses of their weaknesses revealed that they have not independently identified appropriate measures of effectiveness and associated baseline data. Through campus-wide dialogue and forums, CC and LTCC will identify and describe key indicators of effectiveness and begin collecting data for longitudinal assessment. As recommended by Baldwin et al (2011), Oehler (2003), Eck (2000), Kaplan (1996) and Ruben (1999) the key

Columbia College & Lake Tahoe Community College Title III Cooperative, California

indicators will be shared with stakeholders through development of a simple Dashboard that displays at a glance the performance of the colleges. Much like the dashboard in a car, the colleges' data dashboards will illustrate in a visual way how the institution is performing towards its stated goals. Through proactive communication efforts, the Dashboard will be integrated into the regular workflow of faculty, staff and the governing board, and be continuously available for review by all stakeholders. This will be achieved by making the Dashboard accessible via the colleges' web pages, and integrating it into screensavers on faculty and staff work station computers where appropriate.

In fall 2010 Columbia College obtained specialized technical assistance through a competitive application for the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC-TAP), funded by the Hewlett Foundation through the Research & Planning (RP) Group. The purpose of the BRIC Initiative is to strengthen inquiry-based practice and build cultures of evidence at the California Community Colleges in order to enhance student success and facilitate goal attainment. The visiting BRIC-TAP team met with college constituents to generate an action plan to build research infrastructure at the college. Highlights of this action plan include developing resources to: 1) increase data availability, accuracy, and access, 2) strengthen program review for Student Service areas, 3) connect and integrate assessment and planning processes, and 4) strengthen assessment practices for SLOs. In terms of increasing data availability and access, the action plan suggests the college “develops a glossary and common set of definitions for the words used on campus related to assessment.” This will be achieved through the shared strategy of developing an Institutional Effectiveness (IE) Guidebook. CC and LTCC will develop campus-specific guidebooks, but it is expected that staff will work collaboratively and be able to share similar aspects of the guides. The IE Guidebooks

Columbia College & Lake Tahoe Community College Title III Cooperative, California

will be made available to all faculty and staff via the web and in hard copy (as requested), and will be reviewed and updated annually by the IR and/or OITS offices. It is expected that the IE Guidebooks will promote conversation on campus around assessment and institutional improvement by providing a commonly understood language for doing so; this is also an integral part of creating a campus-wide culture of inquiry by spreading these practices beyond just the IR office.

Component 3: Train Staff, Faculty & Administrators To Use New Resources Effectively

Implementation Plan and Rationale:

Both CC and LTCC are small, rural colleges. Currently, their offices of Institutional Research (IR) are each staffed by a single employee, the Directors of Institutional Planning & Research. The Directors assume multiple responsibilities and a large part of their time is spent completing mandatory reports, assisting accreditation efforts, and facilitating planning activities. They have little time left for responding to faculty or administrative requests for data and reports. Teaching faculty and staff to access their own reports will have a long-lasting impact on the campuses' capacity, and is a significant step in building a culture of inquiry. However, the colleges know from experience with other technology-driven projects (for example, each campus has a current Title III grant that involves technology-enhanced activities – CC for distance education and LTCC for conversion to Datatel), that simply providing technology without adequate training is a waste of time and resources. Consistent with findings from an extensive literature review, the trainings will incorporate elements from Boothman and Feldstein (2002), who report that effective technology training should include 1) co-workers using the same software and hardware, 2) individuals having a good idea prior to training of how they would apply the training after attending classes, 3) individuals having more than one reason to use the

Columbia College & Lake Tahoe Community College Title III Cooperative, California

hardware or software, 4) individuals having time to practice after the training, and 5) individuals being assigned specific tasks using the hardware or software immediately following the training. Faculty, staff, and administrator trainings for using query and reporting tools will be offered on a regular basis in group settings (Years 2-5) following intensive training for IR & IT staff in Year One. One-on-one and small group support will also be provided as needed (Years 2-5) by IR, IT, and Title III staff (further detailed in the Key Personnel and Implementation Strategies Table to follow).

Component 4: Develop a Culture of Inquiry by Integrating the Use of Data into all Decision-Making Processes

Implementation Plan and Rationale:

The California-based Research & Planning (RP) Group’s BRIC Project, produced a series of Inquiry Guides to assist colleges in building a culture of inquiry, which they define as “the institutional capacity for supporting open, honest and collaborative dialogue focusing on strengthening the institution.” One such Inquiry Guide, *Assessing and Planning for Institutional Effectiveness*, provides processes, procedures, strategies and tools for developing and implementing a sustainable evidence-based infrastructure.⁵ A key recommendation of this report, which is reflected in the proposed project design, is explained by the following observation: “There is a considerable difference between using data for accountability and using it for institutional improvement. While there is a call for accountability by the public, accrediting agencies and federal and state governments, the onus is on the institutions to self-evaluate to assure quality education for our respective communities and to place value on improvement through reflection.” CC & LTCC intend to use the new resources made available through this collaborative project to substantially change the cultures on their campuses from one in which

⁵ <http://www.rpgroup.org/sites/default/files/INQUIRY%20GUIDE%20-%20Assessing%20and%20Planning%20for%20Institutional%20Effectiveness.pdf>

we respond to mandatory requests for data, to one in which we proactively seek out, analyze, interpret, and discuss data for continuous improvement.

Recognizing that changing the culture of a community college cannot be achieved by one office alone, the project is intended to engage employees at all levels across both institutions. Research also confirms that faculty support for institutional effectiveness activities is likely to be increased by ensuring that faculty perceive they are personally involved with the IE activities (Welsh & Metcalf, 2003). The colleges intend to identify and train numerous faculty members, staff, and administrators with a high degree of interest and propensity for data analysis to serve as “Data Wizards.” Faculty Data Wizards will receive a moderate stipend for their time spent in training and providing one-on-one and small group mentoring to other faculty and staff across campus in the extraction and application of data (Years 1-5). While IR staff cannot be present whenever the need for data arises, Data Wizards will serve as “ambassadors” of the culture of inquiry by asking questions and raising awareness about the availability of data and reporting tools.

Another BRIC Guide, *A Model for Building Information Capacity and Promoting a Culture of Inquiry*, found that two high impact strategies for building a culture of inquiry include workshops that teach data integration, and sharing with the campus community the actions taken based on data.⁶ CC and LTCC plan to hire an institutional effectiveness consultant (Years 1-5) to convene campus stakeholders and/or facilitate workshops that will emphasize the interpretation and application of data.

⁶ <http://www.rpgroup.org/BRIC/InquiryGuide/InfoCapacity>

IMPLEMENTATION STRATEGIES TABLE

The combined implementation strategies for the five-year period for this Activity, detailing specific tasks, persons responsible for their completion, and timeframe for accomplishment are detailed in the table below.

Tasks & Methods to Achieve Objectives	Person(s) Responsible	Timeframe
YEAR ONE (October 2012 – September 2013)		
CCP=CC President; LTCCP=LTCC President; PD= CC VP for Student Learning/Project Director; LTCCVP=LTCC VP of Academic Affairs & Student Services; CCAD=CC Activity Director; LTCCAD=LTCC Activity Director; IEC=CC Institutional Effectiveness Coordinator; SPA= CC Systems & Programming Analyst; DA=LTCC Database Administrator/Report Developer; RPS=LTCC Research & Planning Specialist; TTOC=Title III Oversight Committee, IT=Information Technology, CS=Contracted Services/Consultant		
Release Project Director 30% time (CC)	CCP, PD	10/12
Release CC Activity Director and LTCC Activity Director	CCP, LTCCP	10/12
Release Administrative Assistant 50% (CC)	CCP, PD	10/12
Advertise, screen, interview and hire CC Institutional Effectiveness Coordinator	HR, PD, CCAD	10/12-2/13
Advertise, screen, interview and hire CC Systems & Programming Analyst	HR, PD, IT	10/12-2/13
Advertise, screen, interview and hire LTCC Database Admin//Report Developer	HR, LTCCAD, IT	10/12-2/13
Advertise, screen, interview and hire LTCC Research & Planning Specialist (50% time)	HR, LTCCAD	10/12-2/13
Initial visit from external evaluator to verify and document baseline data, establish data collection processes, confirm sources and definitions of all data elements	PD, ADs, external evaluator, TTOC	11/12
Begin comprehensive data collection for all project objectives & quantifiable outcomes	Title III staff, PD, ADs	All year
Install SharePoint Business Intelligence @ CC	SPA, IT	2/13-3/13
Train IT & IR staff to use new data and reporting tools	ADs, IT, CS, RPS	2/13-9/13
Build out and expand electronic data warehouses (EDWs) at each campus	ADs, SPA, DA, IT	10/12-9/13
Identify 5-7 institutional effectiveness (IE) indicators	PD & campus stakeholders	2/13
Create Data Dashboards	ADs, RPS, DBA, IT	2/13-4/13
Communicate Data Dashboard to appropriate stakeholders	PD, ADs, IEC	All year
Enter into agreement with Cal-PASS for submission & sharing of student data (CC)	CCP, PD	10/12
Hire consulting expertise to facilitate data-informed decision-making planning sessions	PD, ADs	6/13
Consultants work with CC & LTCC staff to convene stakeholders for data-informed decision-making planning sessions	All campus stakeholders & CS	8/13

Columbia College & Lake Tahoe Community College Title III Cooperative, California

Recruit, select, and train Data Wizards to become power users of new reporting tools	PD, ADs, IEC	3/13-8/13
Complete and submit Interim Title III Performance Report	PD, ADs, IEC	3/12
Project Director attends Title III Directors Conference	PD	3/12
Title III Oversight Committee formed and starts meeting quarterly	PD, LTCC VP, ADs, Dirs. of IT	All year
Title III Implementation Team formed and begins meeting twice-monthly	PD, key Title III personnel	All year
Annual external evaluation & site visit by qualified/experienced Title III evaluator (CC & LTCC)	PD, ADs, Title III staff, CCP, LTCCP, evaluator	Every fall
Year Two (October 2013-September 2014)		
Continue comprehensive data collection for all project objectives & quant. outcomes	PD, ADs, Title III staff	All year
Complete and submit Annual Title III Performance Report	PD, ADs, IEC	11/13
Integrate TracDat into SharePoint Portal (LTCC)	LTCCAD, IT	10/13-4/14
Purchase additional licenses for Business Objects reporting tool (LTCC)	LTCCAD, IT	10/13
Integrate disparate data sources into the EDWs and transition operational reports into the EDW @ CC	ADs, DBA, SPA, IT	Yrs 2-5
Identify gaps in data collection & implement strategies to address gaps	PD, ADs, IEC, RPS	Yrs 2-5
Develop web-based interactive reports searchable by end-users	ADs, SPA, DBA, IT	Yrs 2-5
Continue creation of custom queries and reports	ADs, SPA, DBA, IT	Yrs 2-5
Continuous group training for query and reporting tools (Business Objects/Business Intelligence) for faculty, staff, and administrators.	ADs, IEC, DBA, RPS, IT	Yrs 2-5
One-on-one and small group support to unit administrators & faculty to identify appropriate data elements for monitoring institutional effectiveness	ADs, IEC, RPS, Data Wizards	Yrs 2-5
Consultants continue to work with CC & LTCC staff to convene stakeholders for data-informed decision-making planning sessions utilizing new tools; emphasize interpretation and application of data	All campus stakeholders & CS	Yrs 2-5
Project Director attends Title III Directors Conference	PD	3/13
Title III Oversight Committee meeting quarterly	PD, LTCC VP, ADs, Dirs. of IT	Yrs 2-5
Title III Implementation Team meets monthly	PD, key Title III personnel	Yrs 2-5
Annual external evaluation & site visit by qualified/experienced Title III evaluator (CC & LTCC)	PD, ADs, IR, Title III staff, CCP, LTCCP, evaluator	Fall, Yrs 2-5

YEAR THREE (October 2014 – September 2015)		
NOTE: Activities from the previous years that are repeated or continued are not listed again (comprehensive data collection and assessment, development of web-based interactive reports & custom queries and reports, integration of disparate data sources into the Electronic Data Warehouses, identification of gaps in data collection & implementation of strategies to address those gaps, group training in the use of reporting/query tools, data-informed decision-making planning sessions, one-on-one & small group mentoring, regular meetings, complete & submit Annual Title III Performance Report, Title III Directors meeting, annual external evaluation).		
Implement Single Sign on Services in the portal (LTCC).	LTCCAD, DBA, IT	10/14-5/15
Develop Institutional Effectiveness Guidebooks that contain a glossary and common set of definitions for data and assessment, list of available standard reports, and how to access data/reports	PD, ADs, IEC, RPS, IT	10/14-2/15
YEAR FOUR (October 2015 – September 2016)		
NOTE: Activities from the previous years that are repeated or continued are not listed again (comprehensive data collection and assessment, development of web-based interactive reports & custom queries and reports, integration of disparate data sources into the Electronic Data Warehouses, identification of gaps in data collection & implementation of strategies to address those gaps, group training in the use of reporting/query tools, data-informed decision-making planning sessions, one-on-one & small group mentoring, regular meetings, complete & submit Annual Title III Performance Report, Title III Directors meeting, annual external evaluation).		
Continuous monitoring of data inputs to assure data integrity for all reports	ADs, IEC, RPS, DBA, IT	All year
Implement a faculty-driven, learning focused pilot project utilizing the new culture of inquiry	PD, ADs, IEC, RPS, faculty	11/14-5/15
YEAR FIVE (October 2016 – September 2017)		
NOTE: Activities from the previous years that are repeated or continued are not listed again (comprehensive data collection and assessment, development of web-based interactive reports & custom queries and reports, integration of disparate data sources into the Electronic Data Warehouses, identification of gaps in data collection & implementation of strategies to address those gaps, group training in the use of reporting/query tools, data-informed decision-making planning sessions, one-on-one & small group mentoring, regular meetings, complete & submit Annual Title III Performance Report, Title III Directors meeting, annual external evaluation).		
Comprehensive analysis and evaluation of project outcomes to assess which project activities warrant institutionalization based on results	PD, ADs, CCP, LTCCP, external evaluator	All year
Budget for institutionalization of project activities documented to be effective in improving the major problems of the institution	CCP, LTCCP, PD, LTCCVP	In budget cycle

Columbia College & Lake Tahoe Community College Title III Cooperative, California

Plan for grant close-out (budget, final performance report, records retention)	PD, CCP, LTCCP	Fall 2017
Summative evaluation by external evaluator @ CC and LTCC	PD, ADs, external evaluator	Fall 2017
Implement grant close-out procedures @ CC and LTCC	PD, CC & LTCC staff	10/2017
Complete and submit Final Title III Performance Report	PD, ADs	11/2017

PART FOUR: JOINT KEY PERSONNEL

Scoring Criteria: *The extent to which the experience and training of key professional personnel are directly related to the stated activity objectives.*

Scoring Criteria: *The extent to which the time commitment of key personnel is realistic.*

Columbia and LTCC require additional personnel to successfully develop and implement the activities proposed in this project. Current staffing in institutional research and information technology at CC and LTCC are inadequate to support the extensive investments being made to increase access to data and data-informed decision-making.

As the lead institution, CC will make an institutional commitment to release Dr. Leslie Buckalew, Vice President of Student Learning, at 0.3 FTE (30% time commitment) to serve as Project Director at no cost to the grant. Dr. Buckalew’s experience and position in the CC organizational structure uniquely qualifies her to effectively lead and manage the implementation of this project. As VP of Student Learning, she plays a key administrative role at CC, has regular access to President Gervin, oversees instructional faculty, and participates actively in all planning, resource allocation, and other key decision-making procedures. Dr. Buckalew has extensive experience managing and leading higher education programs in both the private and community college sectors. She has extensive knowledge and experience in budget monitoring and oversight, adherence to various State and Federal regulations, and program evaluations.

Title III Project Director (0.3 FTE for 5 Years, College-funded). Physically located at Columbia College, this grant-funded position will not continue post-grant.

Primary Responsibilities: Provide overall leadership and direct all aspects of Title III Project; effectively manage Title III staff to achieve objectives; coordinate multiple simultaneous project activities in collaboration with stakeholders; oversee bid solicitations for equipment and services; assure all project expenditures are reasonable and necessary, authorize expenditures and manage budget; remain thoroughly informed regarding Title III and Dept. of Education policies and grant terms/conditions; ensure adherence to all applicable state and federal requirements; oversee preparation and submission of required fiscal and annual reports to the College and to Dept. of Education; supervise collection and analysis of data to evaluate progress toward achievement of Title III goals and objectives; assure ongoing formative and annual/summative evaluation of all project activities; communicate Title III objectives and realized outcomes to all stakeholders;

work with administrators to institutionalize effective new practices and improvements.
Required Education: Master’s degree in Education or related field required; Doctorate degree preferred.
Required Experience: A minimum of 5 years administrative experience in higher education. Strong interpersonal and communication skills and demonstrated ability to work as a member of a team; experience in budgeting student services programs and grant programs; familiarity with faculty development and technology-based best practices. Competent in computer and project database management software. Excellent oral and written communication skills.
Summary Resume of CC VP Student Learning (0.3 FTE) (Dr. Leslie Buckalew)
Education: Ed.D. in Higher Education Leadership from the University of Southern California; M.Ph. in Public Health Education from California State University at Northridge; B.S. in Physiological Psychology from the University of California at Santa Barbara
Experience: VP Student Learning at Columbia College (Jan 2012-Present); 7 years as Dean of Instruction for Hartnell Community College; 3 years as Director of Education and Executive Manager for Academic Programs at Watterson College; 2 years as Director of International Business Plan & MBA Career and Academic Advisor for the Monterey Institute of International Studies; 2 years as Director of World Wide Education for Adobe Systems; 6 years as Higher Education Industry Manager for Siemens Information Communication Networks; experience as a part-time instructor at California State University Northridge; Past President of the CCCAOE (CCC Association for Occupational Education).

Columbia College will hire a part-time (0.50FTE) Administrative Assistant to provide clerical support to the Project Director specifically for grant administration.

Administrative Assistant (0.5 FTE for 5 years; To Be Hired). This new part-time (50%) position will be hired for the duration of the grant, and will not be institutionalized post-grant.
Primary Responsibilities: Assist Project Director to maintain required forms and records; schedule Oversight Committee meetings and take minutes; process routine clerical paperwork (including travel requests and purchase orders); manage grant-related communications; assist with organization of training activities for faculty & staff.
Required Education: Associate’s degree
Required Experience: Minimum three years experience providing clerical support to project manager, preferably in education. Experience providing support for State or Federal grant-funded projects.

The intensive coordination required to develop, implement, and evaluate the components of this Activity on two campuses necessitates two Activity Directors. CC’s Director of College Planning & Research, Diana Sunday, will be released (0.30 FTE) during the duration of the project to lead implementation of the grant activity at Columbia. LTCC has identified Aaron

Columbia College & Lake Tahoe Community College Title III Cooperative, California

McVean, Director of Institutional Research & Planning to lead the Activity there, and will release him at 0.30 FTE during the five-year grant period.

Director of College Planning & Research (DCPR) @ Columbia College (0.3 FTE). Diana Sunday. This existing position will be released for the duration of the grant period as institutional commitment (no cost to the grant).

Primary Responsibilities: Administer the Activity at CC in accordance with Title III regulations; monitor and expend the budget; adhere to timelines; oversee the implementation of SharePoint Business Intelligence and building the Electronic Data Warehouse (EDW) in conjunction with IT staff; coordinate integration of disparate data sources into EDW; supervise and direct staff to carry out implementation activities; lead development and teaching of faculty & staff trainings on query and reporting tools; coordinate, conduct, and evaluate a pilot research project associated with the Title III grant (activities include: conducting surveys, establishing baseline data, preparing written reports and presentation of survey findings; and preparing reports for stakeholders and college-wide distribution); continuously monitor and evaluate the Title III grant in conjunction with the external evaluator and Project Director.

Required Education: Bachelor's degree or equivalent in statistics, mathematics, business, or related field. Preference for formal research training and/or master's degree.

Required Experience: Minimum five years of institutional research experience including data extraction and analysis from an enterprise-level resource planning system.

Summary Resume of CC Interim DCPR (0.3 FTE) (Diana Sunday)

Education: Master of Business Administration, California State University, Stanislaus (2000); Bachelor of Science – Organizational Behavior, University of San Francisco (1995) Associate of Arts, Columbia College (1992).

Experience: Interim Director of College Planning & Research (10/11- Present); Sole-proprietor and data analysis/program evaluation consultant with DMS Services (2005 – Present); Director, Research & Planning, Yosemite Community College District (1996-2003); Assessment-Matriculation Coordinator, Columbia College (1988-1996).

Director of Institutional Research & Planning (DIRP) @ Lake Tahoe Community College (0.3 FTE). Aaron McVean. This existing position will be released for the duration of the grant period as institutional commitment (no cost to the grant).

Primary Responsibilities: Administer the Activity at LTCC in accordance with Title III regulations; monitor and expend the budget; adhere to timelines; oversee the integration of TracDat, Single Sign on services, and building the Electronic Data Warehouse (EDW) in conjunction with IT leadership and staff; coordinate integration of disparate data sources into EDW; supervise and direct staff to carry out implementation activities; lead development and teaching of faculty & staff trainings on query and reporting tools; oversee development of the *Institutional Effectiveness Guidebook*; coordinate, conduct, and evaluate a pilot research project associated with the Title III grant (activities include: conducting surveys, establishing baseline data, preparing written reports and presentation of survey findings; and preparing reports for stakeholders and college-wide distribution); continuously monitor and evaluate the Title III grant in conjunction with the external evaluator and Project Director.

Required Education: Bachelor's degree or equivalent in statistics, mathematics, business, or related field. Preference for formal research training and/or master's degree.
Required Experience: Minimum five years of institutional research experience including data extraction and analysis from an enterprise-level resource planning system.
Summary Resume of LTCC DIRP (0.3 FTE) (Aaron McVean)
Education: Ph.D. Candidate, University of Nevada, Reno (expected Fall 2012) Interdisciplinary Social Psychology Program; M. A., Research Psychology, Humboldt State University, May 2004; B. A., Psychology, Humboldt State University, May 2001.
Experience: Director, Institutional Research and Planning, Lake Tahoe Community College (LTCC) District (2008 - Present); Research Assistant/Project Principal, Child and Family Services Analysis Program (CFSAP), University of Nevada, Reno (2005 -2008); served as Co-Principal Investigator for three Nevada Department of Child and Family Services Grants.

Each campus has only one current employee that constitutes its IR office; thus, both colleges propose hiring new staff in the IR offices to assist with implementation. At CC, a full-time Institutional Effectiveness Coordinator will be hired, while LTCC intends to hire a part-time Research & Planning Specialist. Both new hires will report directly to the Activity Directors named above.

Institutional Effectiveness Coordinator (IEC) @ Columbia College (1.0 FTE for 5 Years; To Be Hired). This grant-funded position will not continue post-grant.
Primary Responsibilities: Creates <i>Institutional Effectiveness Guidebook</i> ; develop and maintain Project website; assist with preparation/submission of annual reports to ED; assist in planning, recruiting, scheduling, and teaching trainings for faculty, staff and administrators in the use of query & reporting tools; provide one-on-one technical assistance to faculty and staff in extracting, analyzing, and applying data; implement the campus's BRIC-TAP Action Plan as it relates to the Title III project; assists in creating a culture of inquiry throughout the campus.
Required Education: Bachelor's degree required; Master's preferred.
Required Experience: A minimum of five years experience with research, data analysis, and program evaluation. A minimum of three years of experience in higher education, preferably in a community college. Demonstrated commitment to implementation of research-based strategies to improve institutional effectiveness. Commitment to use of performance indicators for measurement of individual project success and overall impact on the institution.
Required Skills/Attitude: Demonstrated ability to work collaboratively as part of a team to achieve challenging objectives. Demonstrated ability to manage large scale projects requiring management of multiple responsibilities. Strong interpersonal and communication skills.

<p>Research & Planning Specialist (RPS) @ Lake Tahoe Community College (0.5 FTE for 5 years; To Be Hired). This Title-III funded position will not be institutionalized post-grant.</p>
<p>Primary Responsibilities: Assist Activity Director (AD) to coordinate, conduct, and evaluate a full range of research projects associated with the Title III project. Activities include: conducting surveys, establishing baseline data, preparing written reports and presentation of findings; extracting data from the EDW; and preparing reports for stakeholders and college-wide distribution. Assist the AD to develop an <i>Institutional Effectiveness Guidebook</i>; provide one-on-one technical assistance to faculty and staff for data analysis & reporting tools; assist AD with conducting group trainings. Check and maintain data integrity and assist with data validation.</p>
<p>Required Education: Bachelor's degree or equivalent in statistics, mathematics, business, or related field. Preference for formal research training and/or master's degree.</p>
<p>Required Experience: Minimum 1 year of institutional research experience includes data extraction and analysis from an enterprise-level resource planning system with data warehouse.</p>

Due to the technical complexities of the Title III Activity, the colleges will also need additional personnel in their IT departments. CC plans to hire a full-time Systems & Programming Analyst, while LTCC plans to hire a full-time Database Administrator/Report Developer (both will be institutionalized post-grant). These professionals will help to accomplish the project objectives by assisting to build out the Electronic Data Warehouses, writing standard and customized reports as requested by faculty and administrators, assisting with integrating disparate data sources into the comprehensive warehouse, assisting in the development of data dashboards, assisting with providing function-specific training to staff during implementation, and serving as the on-site expert post-grant.

<p>Systems & Programming Analyst (SPA) @ Columbia College (1.0 FTE for 5 years; To Be Hired). This Title III-funded position will be institutionalized post-grant and transitions to college funding in Year 4 (30%) and Year 5 (50%); 100% post-grant.</p>
<p>Primary Responsibilities: Implement SharePoint Business Intelligence; build the Electronic Data Warehouse (EDW), including integration of disparate data sources; provide ongoing query and reporting services including training, communication and documentation; develop data dashboard; manage technical aspects of data dashboard; meet with users at all levels to assess needs and design reporting systems; provide training to campus users regarding available data, efficient query techniques, security considerations and reporting tool usage; document participation in training sessions; assure appropriate security is in place to prevent unnecessary access to data.</p>
<p>Required Education: Minimum of a bachelor's degree in computer science, programming or related field.</p>
<p>Required Experience: Demonstrated knowledge of relational databases and Structured Query</p>

Language (SQL); five years progressively responsible experience in systems programming, preferably in a higher education environment with an integrated MIS/ERP; ability to do system analysis and design; demonstrated experience as an end-user trainer, experience with database query tools and products.

Database Administrator/Report Developer @ Lake Tahoe Community College (1.0 FTE for 5 years; To Be Hired). This Title-III funded position will be institutionalized post-grant.

Primary Responsibilities: Support integration of TracDat and Single Sign on services; build-out and maintain the Electronic Data Warehouse (EDW), including integration of disparate data sources; provide ongoing query and reporting services including training, communication and documentation; assist in the development of data dashboards; manage technical aspects of data dashboard; assist the Director of Institutional Research & Planning and Research & Planning Specialist in working with users at all levels to assess needs and design reporting systems; provide training to campus users regarding available data, efficient query techniques, security considerations and reporting tool usage; document participation in training sessions. Assure appropriate security is in place to prevent unnecessary access to data.

Required Education: Minimum of an Associate's degree in computer science, programming or related field. Bachelor's degree preferred.

Required Experience: Demonstrated knowledge of relational databases and Structured Query Language (SQL); five years progressively responsible experience in systems programming, preferably in a higher education environment with an integrated MIS/ERP; ability to do system analysis and design; demonstrated experience as an end-user trainer, experience with database query tools and products.

Additionally, the colleges plan to hire technical consultants to assist with implementation and build out of new software functionality (SharePoint at CC, Business Objects, Single Sign-on TracDat integration, etc. at LTCC), including training for IT and IR staff. In addition, an experienced Institutional Effectiveness consultant will be hired to assist with building a culture of inquiry at each campus, which will include facilitating data-informed decision-making planning sessions at each campus on an annual basis. The consultant is required to have at least 10 years higher education administration experience.

PART FIVE: JOINT PROJECT MANAGEMENT PLAN

Scoring Criteria: *The extent to which procedures for managing the project are likely to ensure efficient and effective project implementation.*

Scoring Criteria: *The extent to which the Project Director and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer.*

Administrative Authority: Dr. Dennis Gervin, President of CC and Dr. Kindred Murillo, President of LTCC, have been involved throughout the planning of this collaborative Title III proposal and are ultimately responsible for the successful implementation of project activities. While the reporting structures described below will keep Drs. Gervin and Murillo well-informed of the status of the project, they will delegate day-to-day management to the Project Director, based at CC, the lead institution. Since this project spans all functional areas of the College, Dr. Gervin has named a top-level administrator, Dr. Leslie Buckalew, VP of Student Learning, as Project Director. Dr. Buckalew reports directly to Dr. Gervin and will have full authority and autonomy to administer the project according to this management plan. Dr. Buckalew meets regularly with the College President at weekly Administrative Council meetings and has extensive experience managing a variety of projects and monitoring multi-million dollar budgets.

The Project Director will have the primary responsibility for accomplishing objectives of the activity and verifying accomplishments; however, she will delegate significant authority and supervisory responsibility to the two Activity Directors to implement the daily activities of the plan. Because of the impact at both CC and LTCC from planned project activities there will be significant input and participation from other institutional leaders who are stakeholders in the project. A joint Title III Oversight Committee consisting of the CC Vice President of Student Learning (Title III Project Director), LTCC Vice President of Academic Affairs & Student Services, CC and LTCC Directors of Institutional Research & Planning, CC Director of Information Technology, and LTCC Executive Director of IT & Education Services, will meet

Columbia College & Lake Tahoe Community College Title III Cooperative, California

on a quarterly basis to review project activities and serve as a resource to the project team. The Oversight Team will serve as an internal and external advocate for the project, make recommendations for any needed project timeline or budgetary modifications and serve as change agents for moving the project forward. A Title III Implementation team made up of the Project Director, two Activity Directors, and the CC Institutional Effectiveness Coordinator will initially meet twice-monthly, transitioning to monthly as the project matures.

The following list of monitoring procedures has been compiled from previous experience with Title III and other federal grants, and input from our external evaluator. Each college's institutional researcher will serve as Activity Director, which will help to assure valid and comprehensive evaluation of all Title III activities throughout the project. The Title III Project Director and Activity Directors will review data collected and monitor progress toward objectives; additional review and analysis will be conducted annually by the external evaluator.

Procedures the Project Director Will Use to Monitor the Project & Institutionalization
1. Regular Title III Oversight Committee Meetings: CC Vice President of Student Learning (Title III Project Director), LTCC Vice President of Academic Affairs & Student Services, CC and LTCC Directors of Institutional Research & Planning, CC Director of Information Technology, and LTCC Executive Director of IT & Education Services meets quarterly (via videoconference).
2. Regular Title III Implementation Team Meetings: Project Director, two Activity Directors, and CC Institutional Effectiveness (IE) Coordinator meets twice-monthly initially, transitioning to monthly.
3. Campus-based Title III Staff Meetings: Title III staff at each campus will meet bi-weekly throughout the grant to review progress, address problems and coordinate efforts.
4. Time/Effort Reports: Time and Effort Reports (after-the-fact activity records) will be completed monthly by each employee being paid by Title III funds and submitted to the Project Director.
5. Monthly Progress Reports: Lead staff (Activity Directors, CC IE Coordinator, LTCC Database Analyst/Report Writer) will complete monthly Activity Progress Reports and submit them to the Project Director's office within one week after each month has ended. Monthly reports will reflect progress toward specific objectives and activities.
6. Annual Reports: An annual report will be synthesized from monthly reports and will be included as an information item for the Boards of Trustees. It will be sent separately to the program officer in conjunction with the Dept. of Ed's required Annual Performance Report.

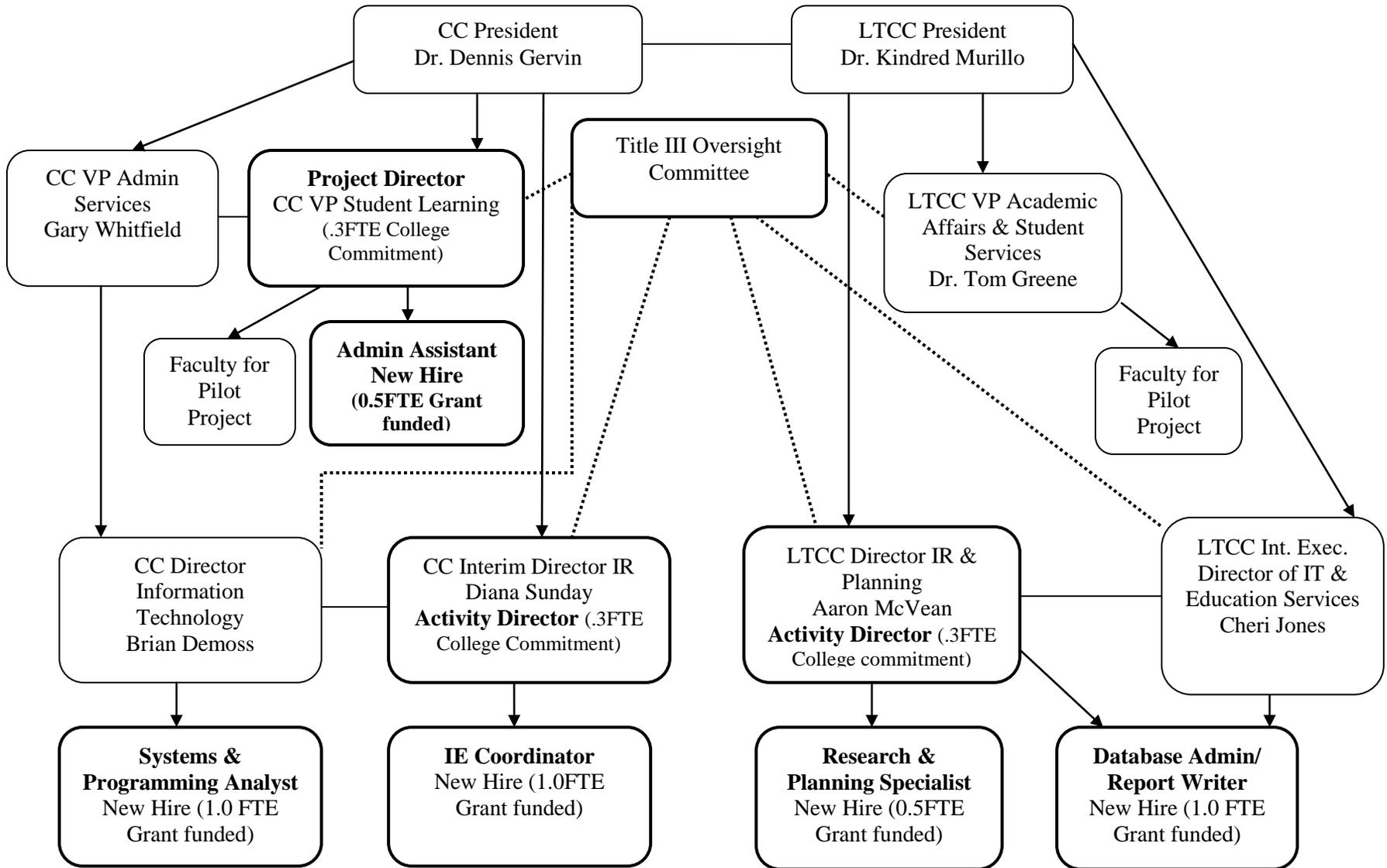
<p>7. Fiscal and Accounting Procedures will be comprehensive. Policies related to travel, purchasing, compensation and fringe benefits will not deviate from the standard and approved practices at each college.</p>
<p>8. Personnel Evaluations will be conducted on all Title III project personnel, consistent with each college's policies for administrators, classified staff, and faculty.</p>
<p>9. Contact with Federal Title III Program Officer will be ongoing to assure ED is aware of project progress, to assure compliance with applicable regulations & document project revisions.</p>

The Project Director and Activity Directors will develop a comprehensive Title III Project Manual detailing college policies and procedures, job descriptions for all Title III staff, an organizational chart, samples of all required forms, frequency and format of progress reports from staff, evaluation data to be collected and responsible persons, committee assignments and reporting schedule to the college communities. Copies will be distributed to key personnel and be available to others as requested. The following communication strategies for providing information to key institutional stakeholders will be implemented:

Procedures To Provide Information to Key Institutional Stakeholders
<p>1. Title III Representation in Standard Governance and Committee Structures: The VP SL/Project Director attends weekly Administrative Council meetings, the top leadership team at CC. In addition, the Project Director and/or lead staff will serve on the following standing committees which will assure direct access to the appropriate groups: CC Technology Committee (Systems Analyst/Programmer), LTCC Technology Council (Database Admin./Report Developer), Instructional and Student Services Administrators (LTCC Activity Director), LTCC Business Services Managers (Activity Director), CC Leadership Team (Project Director, CC Activity Director, CC IE Coordinator), LTCC Leadership Team (LTCC Activity Director), CC College Council [Shared Governance] (CC Project Director), LTCC College Council (Activity Director).</p>
<p>2. Project Website: Activity Directors will be responsible for maintaining up-to-date information (updated at least monthly) on a project website linked to the main CC and LTCC websites.</p>
<p>3. Annual Title III Newsletter: The Project Director will share outcomes data on progress toward objectives, and results of external evaluations with the campus community.</p>
<p>4. Annual Reports to each Board of Trustees: The annual summary of monthly reports will be provided as an information item to each campus's Board of Trustees.</p>

The project organizational chart indicates lines of authority between the Project Director, key institutional decision-makers, Title III personnel and Oversight Committee.

Columbia College & Lake Tahoe Community College Title III Cooperative, California



PART SIX: JOINT EVALUATION PLAN

Scoring Criteria: *The extent to which the data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan.*

The Project Director, Dr. Leslie Buckalew, will have overall responsibility for the evaluation process with strong internal assistance from both Activity Directors, who are the colleges' institutional researchers. The IR offices played an active role in the development of the proposal to provide baseline data and will continue as an active participant on the Title III Oversight Committee. Highly credentialed and independent external assistance will include an External Evaluator (*roles and credentials are below*).

Key Evaluation Design Elements: An independent external evaluation will be conducted by Lighthouse Consulting, a higher education evaluation firm with extensive Title III and Title V evaluation experience (evaluations of Title III and Title V projects in more than 40 community colleges over the past four years). The President of Lighthouse Consulting, Mike Gaudette, worked with the Title III application development team to assure that institutional and activity objectives were measurable and relevant to major problems of both institutions, valid baselines were defined and documented, and assisted with the design of the Evaluation Plan. He will ensure the project staff remain focused on achievement of project objectives through annual site visits documented by comprehensive written reports. Each year's evaluation will include multiple deliverables: 1) assessment of progress toward objectives, 2) assessment of the sustainability of the project after federal funding ceases (institutionalization), 3) assessment of the overall institutional impact that the project is having upon Columbia College and LTCC (strengthening the institutions), 4) assessment of the success of individual project activities based on data collection and statistical analysis, 5) assessment of compliance with applicable federal

regulations and 6) recommendations for improvement.

Mike Gaudette, Independent External Evaluator	
<ul style="list-style-type: none"> • Twenty-five years of community college experience in increasing responsible positions including 10 years as a faculty member and 15 years as a senior administrator. • Completed more than 80 evaluations of Title III and Title V projects in more than 40 colleges and universities. • Managed two five-year Title III projects, successfully achieving all objectives and institutionalizing project activities • Extensive knowledge base and professional work experience in most areas of Title III and Title V projects including faculty professional development, instructional technology, ERP/MIS conversions, institutional assessment, developmental education, student services, distance learning, development of online services, technology infrastructure, development of new instructional programs, construction and remodeling, computer-aided instruction, academic support services, fundraising and grant development, advising, mentoring, service-learning, tutoring, learning communities, supplemental instruction, academic early alert systems, learning management systems, Web content management systems and Web portals 	
Academic Education and Credentials	B.S. – Chemistry, University of Portland (OR), 1976 M.B.A. – Management, City University (WA), 1991 Ed.D. – Community College Leadership, Oregon State University, 2013 (proj)
Related Professional Experiences	1987-present, Higher Education Consultant and External Evaluator 1981-1991, Instructor, Centralia College (WA) 1991-2006 (retired), Dean of Institutional Advancement, Southwestern Oregon Community College

Responsibility for Data Collection and Analysis: Lighthouse Consulting will provide support to the Project Director, Activity Directors and key personnel to facilitate data collection.

Independent interpretation and analysis of data will be done by Lighthouse Consulting as previously described.

Measurement Techniques for Data Collection and Analysis: Data collection procedures will include gathering relevant data from existing sources (e.g. IT traffic logs, records of staff training) or implementing mechanisms to capture new data (e.g. documented data-informed decisions). The table below defines the data elements to be collected for assessment of each objective, the frequency of collection, the persons(s) responsible and clear definitions for terms that might be subject to multiple interpretations (to assure that performance data is collected and interpreted identically to baseline data).

Data Sources to Measure Attainment of Grant Objectives Columbia College & Lake Tahoe Community College		
Objective	Data Elements to be Collected	Collection Process or Source
Objective 1.1: By September 2017, five (CC)/four (LTCC) disparate data sources have been transitioned into the data warehouse, compared to a baseline of zero in September 2011.	# of data sources integrated into the electronic data warehouse	IT tracks # of data sources integrated and reports by month; Activity Directors aggregate data.
Objective 1.2: By September 2017, 40 web-based interactive reports searchable by end-users are developed, compared to a baseline of zero in September 2011.	# of web-based interactive reports searchable by end-users developed	IR counts # of interactive reports developed
Objective 1.3: By September 2017, ten (CC)/seven (LTCC) gaps in data collection are identified and addressed, compared to a baseline of zero in September 2011.	# of gaps in data collection identified; strategies developed to address; implementation of developed strategies.	IR tracks # and type of gaps identified; documents design of strategies; tracks implementation of strategies.
Objective 2.1: By September 2017, an online dashboard of five to seven key indicators of institutional effectiveness is created, updated annually and is continuously available to students, staff and the general public. [An example of a key indicator of effectiveness would be annual FTE, 150% time graduation rate, fall-to-fall persistence, transfer velocity, % completing 30 college credits].	# of key indicators of effectiveness identified; # of indicators included in dashboard; # and type of means used to make dashboard available to students, staff, and the public.	IR tracks key indicators of success; how many are included in dashboard; # and means for making dashboard available.
Objective 2.2: By September 2017, 80% of full-time faculty, staff and administrators surveyed can cite (without prompting) 70% of the key indicators of success and the actual value of the quantifiable measure (within +/- 10% of the current value). (15% of faculty, staff and administrators by 2013, 30% by 2014, 45% by 2015, 60% by 2016). Survey to be administered to 90+% of full-time employees with at least 40% response rate to be valid for assessment. [An example of a key indicator of effectiveness would be annual FTE, 150% time graduation rate, fall-to-fall	# of faculty, staff and administrators surveyed; survey response rate; % of the key indicators of success that respondents can cite (without prompting); and % of respondents that can cite (without prompting) the actual value of the quantifiable key indicator measure (within +/- 10% of the current value).	IR counts # of faculty, staff and administrators surveyed; calculates survey response rate; calculates # and % of the key indicators of success that respondents can cite (without prompting); and # and % of respondents that can cite (without prompting) the actual value of the quantifiable key indicator measure (within +/- 10% of the current value).

persistence, transfer rate, % completing 30 college credits].		
Objective 2.3: By September 2017, 100% of full-time employees will have access to web-based interactive reports utilizing new software functionalities compared to a baseline of zero in September 2011.	% of full-time employees with access to web-based interactive reports	IT tracks accessibility functions of web-based reports
Objective 3.1: By September 2017, 80% of initially-identified faculty, staff and administrators participate in training and demonstrate competency to access, examine and present data in useful formats for decision-making at the 70% proficiency level compared to zero in September 2011. Assessment by post-training demonstration of previously-identified competencies.	# of faculty, staff and administrators attending training sessions for SharePoint Business Intelligence (CC) or Business Objects (LTCC) query and reporting tools. # of faculty, staff and administrators trained that demonstrate competency to access, examine and present data in useful formats for decision-making at the 70% proficiency level.	IT counts # of training sessions offered. Trainers require participants to sign in and IT tracks cumulative unduplicated headcount. IR tracks and calculates # and % of faculty, staff and administrators that demonstrate competency at the 70% proficiency level.
Objective 3.2: By September 2017, newly developed web-based interactive reports are used by end-users to generate 200 unique report views per year compared to the baseline of zero in September 2011.	# of unique report views generated	IR tracks # of unique report views generated
Objective 4.1: By September 2017, 100% of faculty or administrators trained as “Data Wizards” have provided at least 8 hours of one-on-one or small group mentoring to other faculty and/or staff in the application and/or interpretation of data, compared to a baseline of zero in September 2011.	# of Data Wizards trained; # of hours of mentoring; # of Data Wizards conducting at least 8 hours of mentoring.	IT counts # of training sessions offered. Trainers require participants to sign in and IT tracks cumulative headcount. Data Wizards required to keep log of mentoring hours, purpose of mentoring session, and #, name and position of mentored individuals.
Objective 4.2: By September 2017, 100 data-informed decisions will be documented (record the question, raw data extracted, data analysis and decision) per year compared to a baseline of zero in 2010-2011.	# of data-informed decisions.	IR records the question, raw data extracted, data analysis and decision.

Valid Baselines Have Been Included in Both Five-Year CDP and Annual Activity

Objectives: Within this proposed Title III activity, CC and LTCC have established objectives for each project year and have identified anticipated results to measure success. Valid baselines, using the identical criteria described in this proposal, have been collected for each Activity objective. The Institutional Research Office, external evaluator, and the Project Director will set up tracking mechanisms to assure consistent and accurate collection of data for assessment of progress toward objectives.

Detailed Plan to Provide Valid Assessment of Achievement of Objectives: Data will be collected as described in the tables above to assess progress toward achievement of each objective. Each objective addresses at least one major problem identified in the CDP and is deliberately designed to be a corrective action to solve these identified challenges. Two sets of data files will be collected, analyzed and reported: cross-sectional data and longitudinal data. Cross-sectional data will be captured throughout the grant according to the schedule for each data element. Longitudinal data will document changes over time.

Mechanisms Built Into the Evaluation & Project Management Plan To Collect and Use Information For Continuous Improvement (Formative Evaluation)

Review at every Title III Staff meeting (bi-weekly): (1) data collected to date for each project objective, (2) timeline for future data collection, (3) obstacles to collection of any data element, (4) person(s) responsible for collection of each data element, (5) progress of development of any required data collection instruments (e.g. surveys), (6) progress of required analysis of data compared to baselines; (7) observed outcomes compared to anticipated outcomes. **If activities are not yielding anticipated outcomes**, additional evidence-based alternative strategies will be identified and evaluated by the Title III staff in conjunction with other stakeholders, the external evaluator and the Title III Implementation Team based on (1) outcomes data, (2) cost and resources required to pilot, (3) data collection requirements to document efficacy and (4) ability to institutionalize post-grant. Selected alternatives will be planned (responsible persons, timelines, resources allocated, data elements, data collection and analysis processes) and implemented promptly.

Review at every Title III Oversight Committee meeting (quarterly): (1) status of project implementation for all activities; (2) data collected to date for each project objective; (3) observed outcomes compared to anticipated outcomes; (4) recommended alternative strategies (when necessary) and evidence-based rationale; (5) timeline for implementation of alternative

strategies, (6) summary of budget expenditures to date and available resources; (7) any impediments to implementation.
Review at President’s Advisory Council meetings (twice monthly): (1) status of project implementation for all activities; (2) documentation of successful activities and outcomes; (3) recommended alternative strategies (when necessary), (4) budget status.
Report to governing board (annual): (1) report outcomes data, (2) report implementation of alternative strategies if observed outcomes don’t align with anticipated outcomes.
Report to Stakeholders (annual): (1) at annual faculty and staff in-service, report outcomes data, (2) report implementation of alternative strategies if observed outcomes don’t align with anticipated outcomes.
Annual external evaluation: (1) comprehensive review of all project activities, (2) review of outcomes data and analysis of statistical significance, (3) review of any proposed alternative strategies for achievement of project objectives, (4) recommendations for improvement in all areas of project management and implementation. To increase accountability and promote continuous improvement based on formative evaluation, each annual external evaluation includes assessment of action taken in response to the prior year’s recommendations.
Annual Performance Report to U.S. Department of Education: (1) report progress toward achievement of each objective, (2) report delays in achievement of any objective, (3) report alternative strategies and associated budget re-allocations for achievement of objectives.

Summative Evaluation: To provide the colleges with adequate time to plan and allocate needed resources, the external evaluation at the end of Year Four will include specific evidence-based recommendations for institutionalization of project activities that have been effective to date in mitigating the major problems identified in the Comprehensive Development Plan. At the end of Year Five, the External Evaluator will prepare a comprehensive written report that incorporates five-years of data and outcomes, assessment of achievement of the project objectives, the extent to which project activities with evidence of effectiveness have been institutionalized, and the overall impact on the institution (e.g. widespread adoption of piloted practices, systemic changes in the culture or practices of the institution). The Project Director will prepare a comprehensive final report (incorporating information from the summative external evaluation) that summarizes (1) progress toward achievement of the original project objectives; (2) any changes in project objectives or strategies to achieve the objectives; (3) other data-informed findings; (4) ways the

project advanced the goals set out in the CDP; (5) systemic changes that have occurred as a result of project activities; (6) recommendations for continuation/expansion of successful project.

PART SEVEN: BUDGET

Scoring Criteria: *The extent to which the proposed costs are necessary and reasonable in relation to the project’s objectives and scope.*

Proposed Costs are Necessary

- 1) The Colleges conducted extensive research to identify the best solutions to the problems identified in the Comprehensive Development Plan. The resources to implement those solutions are clearly described in the attached budget detail narrative.
- 2) The College lacks current resources to hire personnel to implement the project activities, and only those positions that are necessary to sustain project activities will be institutionalized post-grant. There is approximately \$240,000 of consulting assistance in the project, which will be used to train, provide technical assistance, and build capacity at the institutions without the on-going costs of new permanent staff.
- 3) The Colleges have been fiscally conservative when planning project activities, recognizing that personnel hired during the project have significant post-grant costs. Only expenditures that are essential to achievement of the project objectives have been included.
- 4) To support institutionalization, CC will begin transitioning all personnel to be institutionalized onto College funds in Year 4 (30%) and Year 5 (50%).
- 5) All salaries and fringe benefits are based on contracts and administrative policies at CC and LTCC. Salaries have been projected to increase 5% per year consistent with past increases and contractual agreements.
- 6) Travel is necessary for project staff to attend training on new software, for professional development and for meetings. The State of CA has strict guidelines on travel, per diem and reimbursement; all policies will be followed.
- 7) The colleges will create Institutional Effectiveness Guidebooks that will provide long-term support for the new culture of inquiry generated by the grant activities. Although the Guidebooks will need to be updated in the future, once they are originally developed, the cost to update them will be minimal.

Proposed Costs are Reasonable

- 1) There are no costly equipment acquisitions that require on-going upgrades or maintenance, and supplies costs are modest in this proposal.
- 2) Salary ranges for new positions are consistent with the colleges’ salary schedules and similar positions at other community colleges in California.
- 3) The colleges will pay modest stipends (\$600) to faculty to participate as mentors in integrating data into discussions and decision-making processes. This is a cost effective way to ensure the culture of inquiry has a far-reaching and long-lasting impact at the institutions.
- 4) Consultant costs are based on previous experience in hiring technical expertise for similar projects and activities. The colleges will follow all internal procedures for hiring consulting firms, which ensure cost-efficiency and that all applicable Federal and State rules and regulations are met.

**COLUMBIA COLLEGE & LAKE TAHOE COMMUNITY COLLEGE RESEARCH,
EVIDENCE AND RATIONALE JUSTIFYING THE PROJECT ACTIVITIES**

Columbia College (CC) and Lake Tahoe Community College (LTCC) propose to collaboratively address multiple gaps in regard to institutional research (IR) capacity to improve institutional effectiveness. Unfortunately, this subject does not lend well to research literature that meets the Department’s definition of “Strong Evidence;” although the table at the end of this section summarizes four such studies. Ironically, there is an abundance of strong-evidenced literature that identifies the lack of IR capacity as an obstacle to implementing research-based best practices. Essentially, if CC and LTCC are to position themselves for future projects that entail implementing activities backed with strong evidence, the two campuses need to first address the critical need for improved access and usage of data and reporting tools. Currently, if the colleges were to attempt to implement a project that involved direct student services, they would be unable to accurately and efficiently measure and evaluate the effectiveness of that program, or to even establish baseline metrics.

For example, a May 2011 report, “Scaling Community College Interventions” by Public Agenda and Achieving the Dream (ATD),⁷ summarizes the most common barriers to scaling student success innovations at community colleges and creating a culture of continuous improvement. The report concludes, “Community colleges’ IR and IT [information technology] departments historically have been involved primarily with institutional effectiveness measures and accountability measures for their states and accrediting bodies; they are not departments designed for evaluative research on initiatives. Without adequate capacity to evaluate and present the results of ongoing assessment, it is impossible to tell whether an intervention should or can be scaled.” As such, one

⁷ <http://www.eric.ed.gov/PDFS/ED521867.pdf>

Columbia College & Lake Tahoe Community College Title III Cooperative, California

of their five Principles and Practices of Scaling Interventions is to, “build broad-based institutional research and data capacity.”

An interim evaluation report by MDRC and the Community College Research Center (CCRC) titled *Turning the Tide: An Examination of Round 1 Achieving the Dream Colleges’ Progress After Five Years in the Initiative*, which analyzed the experience of the first 26 community colleges that participated in ATD since 2004, observes that the colleges that made the greatest progress toward improved student achievement shared several key features: “Broad-based engagement of college stakeholders, especially adjunct and full-time faculty; successful scaling of student success and institutional change interventions; **and strong IR capacity that facilitates the establishment of a culture of evidence.**”

Prompted by this report, Public Agenda, an ATD Founding Partner, conducted a multi-method study and published the *Building Institutional Capacity for Data-Informed Decision-Making Guide*, which offers recommendations and insights and ultimately concludes: “**The use of data and evidence to improve programs and services is a key component to any institutional change effort.**”⁸ Further, the study found that there are four “promising practices” for building widespread commitment to data-informed change: “(1) Institutional leaders must set the tone of commitment to data, (2) Integrate IR and IT into systemic student success initiatives (3) Cultivate research leadership geared toward student success; and (4) Cultivate faculty researchers for student success, including directly involving faculty in student success data analysis, supporting faculty innovations and inquiry, and provide appropriate compensation.” The report also found three promising practices for facilitating data usage: “(1) Plan for data use, not just data collection, (2) Improve methods of data sharing and translation; and (3) Create an

⁸ http://www.achievingthedream.org/sites/default/files/resources/ATD_CuttingEdge_No3.pdf

Columbia College & Lake Tahoe Community College Title III Cooperative, California

environment conducive to conversations about the meaning and implications of data for improving student outcomes.”

Similarly, a Lumina Foundation for Education Research Report, *Data Don't Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance*, analyzed the gap between collecting and applying data for institutional improvement.⁹ Based on review of more than 60 research studies, the author notes, “Too often, **accountability policies require institutions to report data that are never actually used to guide decisions** at the institutional or state levels. Because of this lost opportunity, the value of these efforts is often more symbolic than practical.” He sets forth three components required for developing a culture of inquiry: “College administrators and faculty must do the following: (1) Work to identify and address problems by **purposefully analyzing data about student learning and progress**; (2) Engage in **sustained professional development and dialogue** about the barriers to student achievement; and (3) **Have the capacity for insightful questioning of evidence and informed interpretation of results.**”

The Bill and Melinda Gates Foundation’s Postsecondary Success team also points to IR capacity as a critical foundation step in improving colleges. “Based on available evidence, the Postsecondary Success team believes there are at least three key ways to improve community colleges: (1) **Collect and use data better**; (2) Revamp "developmental" (remedial) courses, and (3) Fund colleges and provide aid for results, not enrollment.”¹⁰

⁹ <http://www.luminafoundation.org/publications/datadontdrive2005.pdf>

¹⁰ <http://www.gatesfoundation.org/postsecondaryeducation/Pages/improving-community-colleges.aspx>

Proposed Implementation Strategy	Synopsis of Research	Research Methodology	Level of Evidence
Develop Data Dashboard; Institutional Effectiveness Guidebooks; campus-wide participation in data-informed decision-making planning sessions	Public Agenda. <i>Building Institutional Capacity for Data-Informed Decision-Making Guide</i> . Cutting Edge Series, No 3. ¹¹ This study found 4 “promising practices” for building widespread commitment to data-informed change: “(1) Institutional leaders must set the tone of commitment to data , (2) Integrate IR and IT into systemic student success initiatives (3) Cultivate research leadership geared toward student success; and (4) Cultivate faculty researchers for student success . The report also found three promising practices for facilitating data usage: “(1) Plan for data use, not just data collection , (2) Improve methods of data sharing and translation ; and (3) Create an environment conducive to conversations about the meaning and implications of data for improving student outcomes.”	Public Agenda, an ATD Founding Partner, conducted a multi-method study, consisting of a deep literature review, an online discussion, and an in-person work group of 14 diverse stakeholders, practitioners, and experts in IR and higher education reform. The work group, facilitated by three Public Agenda staff, took place over one evening and one day in New York City in June 2011 and was recorded by multiple note takers.	Moderate
Training for faculty to use IE tools; faculty Data Wizards; reports developed customizable by faculty end-users; campus-wide participation in data-informed decision-making planning sessions.	Welsh, J. & Metcalf, J. <i>Faculty and Administrative Support for Institutional Effectiveness Activities</i> . The Journal of Higher Education, Vol. 74, No. 4 (July/August 2003). ¹² This study’s key findings are: “Without active faculty support and participation, institutional effectiveness activities are likely to be discarded as yet another failed management campaign. However, with the support of a critical mass of faculty, institutional effectiveness holds potential to become institutionalized in higher education . Also, faculty support appears to be dependent upon the sense across the institution that the <i>primary</i> motivation for the institutional effectiveness activities is to improve the institution's programs and services. Finally, these data also suggest that faculty support for institutional effectiveness activities is also likely to be increased by ensuring that faculty perceive that they are personally involved in institutional effectiveness activities. ”	The research questions were addressed through a mailed survey distributed to faculty and academic administrators during Fall 2000 at the 168 institutions that were reviewed by evaluation teams of the Southern Association of Colleges and Schools (SACS) between Sept 1998 and May 2000. The population consisted of an actual respondent pool of 1232, including 794 faculty members and 541 academic administrators. The data in this study were analyzed using parametric statistical methods.	Strong
Develop a Culture of Inquiry by Integrating the Use	Delany, A. <i>Institutional Researchers’ Perceptions of Effectiveness</i> . Research in Higher Education, Vol. 42, No. 2, 200. ¹³ Results from this research study emphasize the important relationship between the	Mailed survey sent to 304 researchers in the Northeast; a response rate of 73 percent was achieved. Data analyses	Strong

¹¹ http://www.achievingthedream.org/sites/default/files/resources/ATD_CuttingEdge_No3.pdf

¹² <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&hid=106&sid=362551d0-f331-4bf7-b99e-56af63f70c2c%40sessionmgr113>.

¹³ <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&hid=106&sid=307aaa2c-0ccf-4aef-8c5d-00dc6ebc609c%40sessionmgr104>

Columbia College & Lake Tahoe Community College Title III Cooperative, California

of Data into all Decision-Making Processes	institutional researcher and “decision makers” in order for research to effect policies on campus. The study concludes that, “ The strongest predictor of policy effectiveness is that [IR] work is used in executive decision making. This requires collaboration between the institutional researcher and the decision makers. ”	involved both qualitative and quantitative techniques. The quantitative techniques included chi-square, <i>t</i> tests, correlation and discriminant function analyses.	
Develop a Culture of Inquiry by Integrating the Use of Data into all Decision-Making Processes	Jenkins, Davis. Oct. 2006. <i>What Community College Management Practices Are Effective in Promoting Student Success? A Study of High- and Low-Impact Institutions</i> . Community College Research Center. ¹⁴ This report of key indicators of high-impact colleges suggests that colleges need to implement a well-developed system and procedures for managing college-wide improvements in practice based on research and data on student achievement.	Quasi-experimental based on longitudinal unit record data on nearly 150,000 first-time Florida community college freshmen who enrolled in a college-credit course in the fall of 1998, 1999, or 2000; control for multiple individual characteristics.	Strong
Install reporting & query software; training for faculty to use IE/ reporting tools; reports developed customizable by end-users; faculty Data Wizards; hiring IR staff.	Rutschow, Elizabeth Zachry, Lashawn Richburg-Hayes, Thomas Brock, Genevieve Orr, Oscar Cerna, Dan Cullinan, Monica Reid Kerrigan, Davis Jenkins, Susan Gooden, and Kasey Martin (2011). <i>Turning the Tide: Five Years of Achieving the Dream in Community Colleges</i> . MDRC. ¹⁵ This report found that Achieving the Dream (ATD) colleges who best achieved a culture of evidence included active IR departments that produced accessible reports on students’ achievement. Also, each school hired new IR staff to increase capacity . ATD colleges who best exemplified a culture of evidence utilized significant funds to train faculty .	Examines the first 26 colleges to join ATD in 2004 and tracks their progress to 2009; 26 site visits; two survey instruments involving test-pilot for patterns of and reasons for data use including 4,130 faculty and 2,209 administrators; review of annual reports in ATD Database; regression model used to estimate mean student outcomes.	Moderate/ Strong
Increase institutional research capacity; create a culture of data-informed decision making.	Smith Morest, Vanessa and Davis Jenkins. <i>Institutional Research and the Culture of Evidence at Community Colleges</i> . Report No. 1 in the <i>Achieving the Dream Culture of Evidence Series</i> . Community College Research Center. (April 2007). According to this study, core challenges to strengthening the role of institutional research in building a culture of evidence at community colleges includes a lack of research capacity at many community colleges to do more than what is required beyond the time-consuming responsibilities of compliance reporting and preparation for accreditation. ¹⁶	E-mail survey of a national randomized sample of 189 college administrators with 59 percent completion rate; also in-depth interviews about IR practices at 28 community colleges in 15 states to build case studies of each institution.	Moderate

¹⁴ <http://ccrc.tc.columbia.edu/Publication.asp?UID=419>

¹⁵ <http://www.policy2performance.org/turning-the-tide-five-years-of-achieving-the-dream-in-community-colleges>

¹⁶ <http://ccrc.tc.columbia.edu/Publication.asp?UID=515>