

ACTIVITY I
INCREASING PERSISTENCE AND RETENTION
BY DEVELOPING ENROLLMENT SYSTEMS

Activity One will develop a system to increase the persistence and retention of students, particularly during their first year in college. Outdated manual systems will be replaced with electronic systems that target support to students at risk. Designed on the basis of research and experience, Activity One will develop a comprehensive computerized assessment of skills, interests and abilities to accurately place and support each student; equip each student with an electronic educational plan that directs them through the first semester toward graduation; and orient each student to the demands and expectations of the learning community. Once enrolled, students will be supported by a three-tiered computerized tracking system that will help the College identify and intervene early to assist students at risk. Early alert review will trigger support during the semester; academic achievement review will monitor course completion and grades; and academic progress review will compare plans to achievement to monitor progress in each student's education plan. Linked with a degree audit system installed by the institution, the Activity will ensure essential support. By 2007, these improvements will increase the number of students who complete the enrollment process by 20%, student retention by 15% and student persistence by 20% compared to the 1998 baseline. During the project, over 1,600 more students will experience success each year, a figure that will be compounded into the future. Because of the scope of the Activity and the size and complexity of the installation, the College will need the full five years of the grant period to develop, pilot, expand and institutionalize the new systems. Activity One will thus begin in October 1, 2002 and continue through September 30, 2007 at a cost of approximately \$59,847.

ACTIVITY OBJECTIVES

The goal of Activity One is to improve persistence and retention during the enrollment process and throughout the student’s tenure with the institution. This goal is operationalized through nineteen measurable objectives that guide implementation of the activity, with each objective connected to outcome-oriented performance indicators of capacity and impact developed over a five-year period and measured against the 1998 baseline (EDForm 851A-2)

RELATIONSHIP OF ACTIVITY OBJECTIVES TO CDP

The top priority of the Comprehensive Development Plan, to promote student success, is translated to action through two specific goals: to increase student retention and persistence through the improved impact of support services and to promote student success in the achievement of educational goals. Designed on the basis of the analysis process, Activity One represents both a product of and a strategic response to the CDP.

CDP GOAL LINKED TO ACTIVITY ONE	CDP OBJECTIVES LINKED TO ACTIVITY ONE
IMPROVE IMPACT OF COLLEGE SERVICES	<p>Develop expanded delivery systems on-site and via the Internet to increase the accessibility of academic and student support services 25% by June 2007.</p> <p>Integrate services and instructional delivery to improve the impact of academic and student support services 20% by June 2007</p> <p>Develop infrastructure, install new systems and provide training and support services to increase the quality of information technology collegewide 25% by June 2007.</p>
PROMOTE STUDENT SUCCESS IN THE ACHIEVEMENT OF EDUCATIONAL GOALS	<p>Develop technological infrastructure to support admission, assessment, orientation, counseling, and progress review to increase the effectiveness of the enrollment process 25% by June, 2007</p>

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended.		FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 12/31/2002
Activity Objectives and Performance Indicators		
1. NAME OF APPLICANT INSTITUTION: City College of San Francisco		2. ACTIVITY TITLE: Increasing the Persistence and Retention of New Students by Developing Enrollment and Tracking Systems
3. MAJOR OBJECTIVES IN MEASURABLE TERMS		4. PERFORMANCE INDICATORS
<u>YEAR ONE</u> 1.1 To increase the efficiency of assessment and placement entering students in appropriate levels of instruction 50% in comparison with the 1998 baseline by September 30, 2003. 1.2. To increase the efficiency of early intervention counseling 50% in comparison with the 1998 baseline by September 30, 2003. <u>YEAR TWO</u> 2.1 To increase the of career goal assessment 80% in comparison with the 1998 baseline by September 30, 2004. 2.2. To increase the effectiveness of orientation 20% by September 30, 2004.		1.11 The computerized assessment, placement and planning process is developed, tested and operational by September 30, 2003. 1.12 A baseline comparison reveals 50% increase in the efficiency of assessment and placement by September 30,2003. 1.21 An early alert review is developed, tested and operational by September 30, 2003. 1.22 A baseline comparison reveals 50% increase in the efficiency of early interview counseling by September 30, 2003. 2.11 An electronic career assessment is developed, tested and operational by September 30, 2004. 2.12 A baseline comparison reveals 80% increase in capacity to electronically assess students' career goals by September 30, 2004. 2.21 A credit orientation course is developed, tested and operational by September 30, 2004. 2.22 A baseline comparison reveals a 20% increase in the effectiveness of orientation for incoming students by September 30, 2004. 2.31 A computerized academic review system is developed, tested and operational by September 30, 2004.

<p>2.3 To increase the effectiveness of intervention with academically at-risk students 80% in comparison with the 1998 baseline by September 30, 2004.</p> <p>2.4 To increase satisfaction with assessment and placement services 10% at the Phelan Campus in comparison with the 1998 baseline by September 30, 2004.</p> <p>2.5 To increase the effectiveness of early intervention for Phelan campus 10% in comparison with the 1998 baseline by September 30, 2004.</p>	<p>2.32 Baseline comparison reveals an 80% increase in capacity to identify and support academically at-risk students by September 30, 2004.</p> <p>2.41 Student, staff and faculty satisfaction with assessment and placement services increases by 10% September 30, 2004.</p> <p>2.42 The number of students who complete the enrollment process increases 5% by September 30, 2004.</p> <p>2.51 The number of first semester at-risk students identified and counseled increases 10% by September 30, 2004.</p> <p>2.52 Student satisfaction with first semester support services increases 20% by September 30, 2004.</p>
<p><u>YEAR THREE</u></p>	
<p>3.1 To increase the efficiency of college readiness assessment 80% in comparison with the 1998 baseline through the design of a computerized assessment by September 30, 2005.</p> <p>3.2 To increase the effectiveness of progress review 80% in comparison with the 1998 baseline by September 30, 2005.</p> <p>3.3 To increase the effectiveness of orientation for entering students at the Phelan Campus 10% in comparison with the 1998 baseline by September 30, 2005.</p>	<p>3.11. A computerized college readiness assessment is developed, tested and operational by September 30, 2005.</p> <p>3.12. A baseline comparison reveals an 80% increase in capacity to assess college readiness by September 30, 2005.</p> <p>3.21 A computerized progress review is developed, tested and operational by September 30, 2005.</p> <p>3.22 A baseline comparison reveals 80% increase in capacity to identify and support students who need to revise their education plan by September 30, 2005.</p> <p>3.31 A credit orientation course emphasizing college readiness is piloted at Phelan Campus by September 30, 2005.</p> <p>3.32 85% of participants complete the orientation course with a grade of C or better by September 30, 2005.</p> <p>3.33 The orientation increases students' college readiness 10% measured by the college readiness assessment test by September 30, 2005.</p>

<p>3.4 To increase the effectiveness of support services for academically at risk students at Phelan Campus 10% in comparison with the 1998 baseline by September 30, 2005.</p> <p>3.5 To increase satisfaction with assessment and placement 15% for all CCSF students in comparison with the 1998 baseline by September 30, 2005.</p> <p>3.6 To increase the effectiveness of early intervention for all CCSF students 10% in comparison with the 1998 baseline by September 30, 2005.</p>	<p>3.41 The number of academically at-risk students identified and counseled increases 10% by September 30, 2005.</p> <p>3.42 25% of students counseled access the recommended support services by September 30,2005.</p> <p>3.43 Student persistence from the first to the second semester increases 10% by September 30, 2005.</p> <p>3.51. Student, staff and faculty satisfaction with assessment and placement increase by 15% by September 30, 2005.</p> <p>3.52 The number of students who complete the enrollment process increases by 10% by September 30, 2005.</p> <p>3.61 The number of first semester at-risk students identified and counseled increases 10% by September 30, 2005.</p> <p>3.62 Student satisfaction with first semester support services increases 15% by September 30, 2004.</p> <p>3.63 The number of students who complete their first semester increases 5% by September 30, 2005.</p>
<p><u>YEAR FOUR</u></p> <p>4.1 To increase the effectiveness of program review for Phelan Campus students 100% in comparison with the 1998 baseline by September 30, 2006.</p> <p>4.2 To increase the effectiveness of orientation for entering CCSF students 20% in comparison with the 1998 baseline by September 30, 2006.</p>	<p>4.11 The number of students identified and counseled to revise their education plan increases by 100% by September 30,2006.</p> <p>4.12 25% of students identified and counseled revise their education plan by September 30, 2006.</p> <p>4.21 A credit orientation course emphasizing college readiness is implemented collegewide by September 30, 2006.</p> <p>4.22 85% of participants complete the orientation course with a grade of C or better by September 30, 2006.</p> <p>4.23 The course increases students' college readiness by 20% as measured by the computerized college readiness assessment test by September 30, 2006.</p> <p>4.24 The number of students who complete their first semester increases 10% by September 30, 2006.</p>

<p>4.3 To increase the effectiveness of support services for academically at-risk CCSF students 20%in comparison with the 1998 baseline by September 30, 2006.</p> <p><u>YEAR FIVE</u></p> <p>5.1 To increase the effectiveness of program review for all CCSF students 20% in comparison with the 1998 baseline by September 30, 2007.</p> <p>5.2 To increase the effectiveness of and satisfaction with enrollment services 20% in comparison with the 1998 baseline by September 30, 2007.</p> <p>5.3 To increase student retention during the first semester by 15% and student persistence by 20% compared with the 1998 baseline September 30, 2007.</p>	<p>4.31 The number of academically at-risk students identified and counseled increases 20% by September 30, 2006.</p> <p>4.32 25% of students counseled access recommended support services by September 30, 2006.</p> <p>4.33 Student persistence from the first to the second semester increases 15% by September 30, 2006.</p> <p>5.11 The number of students identified and counseled to revise their education plan increases 20% by September 30, 2007.</p> <p>5.12 25% of students identified and counseled revise their education plan by September 30, 2007.</p> <p>5.21 Computerized assessment with career and college readiness testing and orientation services increases the number of students completing the enrollment process 20% by September 30, 2007.</p> <p>5.22 Student satisfaction with enrollment services increases 20% in comparison with the baseline by September 30, 2007.</p> <p>5.31 A three tiered tracking system identifies and serves at-risk students collegewide by September 30, 2007.</p> <p>5.32 The number of students completing their first semester increases 15% by September 30, 2007.</p> <p>5.33 The number of students re-enrolling after the first semester increases 20% by September 30, 2007.</p>
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ED From 851A-2

IMPLEMENTATION STRATEGY

The implementation strategy is three-phased and sequential with each component designed, piloted, expanded concluding with evaluation at each phase so that every component is refined as it is assessed. By following this strategy over three years, the College will make the adjustments required to respond to the numbers of students to be served collegewide. Activity One is consistent with the principles of organizational change theory which suggest that major change initiatives are successful when implemented sequentially, accompanied by training, continuously evaluated and refined, and supported by advanced technologies (Lorenzo and LeCroy, 1994). Activity One adheres to this prescription with technology as the foundation and training as the vehicle to improve assessment, placement, counseling and orientation, extending support to students at risk.

In the first year a computerized assessment program is introduced that places students in appropriate levels of English, Math and ESL, linking those placements to an electronic educational plan that counselors and students use to chart the path and monitor progress to the goal. Assessments of career interests and college readiness are added in the second and third years as the College begins to evaluate the impact of the new process on enrollment using measures of access and effectiveness. While continuing the expansion of the assessment and planning process, the College adds a three-tiered tracking system that uses early alert review, academic review and progress review to direct counseling support to at-risk students. The tracking system identifies students at risk early in the semester, after the first semester and upon completion of two or more semesters. All components are fully developed and institutionalized by the end of the fifth year of the project.

RATIONALE

The implementation strategy draws heavily from: the insights of educational leaders, action research reflecting best practices, and CCSF's pilot projects.

The literature review confirmed that students are more likely to succeed if they have developed realistic educational goals that they can achieve by following a clearly defined path (Pascarella and Terenzini, 1991). For students who are at greatest risk, the most effective intervention for ensuring student success is early intervention, counseling and tracking with effective support services (Tinto, 1993). To sustain such an effort, student services faculty and staff need the technological tools that will allow them to target their services to those in need who will most benefit (Ehrmann, 1999 and Brown 2000).

A survey of best practices underscored these basic tenets. After reviewing the services of similar institutions, members of the Title III Design Team visited to two institutions, Denver Community College and Daytona Beach Community College where they examined evidence confirming the need for a comprehensive solution and considered the tools required to support service delivery. Consultation with other institutions revealed specific strategies to improve student success. Valencia Community College developed an innovative LifeMap to help students identify personal, career and educational goals to improve their persistence; Midlands Technical College developed an electronic tracking system that targets students in jeopardy for early intervention, and connects them with counselors and support services; and Macomb Community College designed an early warning system, demonstrating that students who receive counseling are retained to degree completion at higher levels than those who are not counseled. Each of these institutions has improved student access to services a minimum of 10%, while increasing persistence and retention at least 15%.

Local evidence confirms improvements can be achieved through early assessment and counsel. A *Matriculation Study* completed by the Office of Research and Planning (2000), found that students who complete the matriculation process achieve more and persist longer than those who do not complete the process. Likewise, at-risk students in introductory ESL courses identified by their instructors and referred for counseling by the sixth week of the semester were considerably more successful than those who were not counseled. With support, students were 12% more likely to succeed in the course.

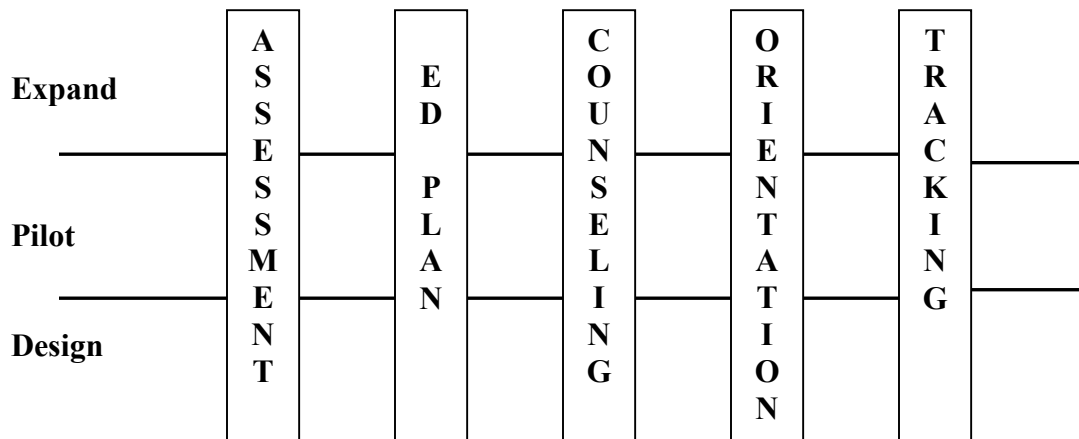
Based on the research, several principles were identified to guide Activity One:

- Increased use of technology in placement and tracking is critical
- Improved contact with counselors and faculty needs to focus on prevention
- Students need a roadmap or a personal learning plan to establish and maintain focus
- Improved information access is essential for faculty, staff and students

The implementation charts that follow incorporate each of these principles (EDForm 851A-3).

METHODOLOGY

The implementation methodology sequentially designs and pilots core elements of the new system, gradually adding new capacities with testing and refinement. All new components are designed by the end of year three, piloting concludes by the end of year four; and expansion to neighborhood campuses is completed by the end of year five.



During the first year of the project, the College will appoint the Activity Director, organize a Task Force with members from each office directly involved in implementation, and hire the Assessment Lab Manager. The Activity Director will lead the Task Force in reviewing the implementation plan, key objectives and outcome measures, and initiate the purchase and installation of assessment and educational planning hardware and software and the customization of the early alert interface with BANNER. Meanwhile, counselors will develop strategies to integrate the computerized assessment and educational planning process with the personalized counseling conference, and the counselors will be trained to use the new system. By the end of the first year, the computerized academic assessment, the electronic educational plan, the counseling conference and the early alert will be designed.

During the second year, the systems and services developed during the first year will be piloted on the main campus, evaluated, and adjusted to expand services to all campuses. Meanwhile, a computerized career interest inventory will be integrated into the academic assessment, an orientation course will be developed to provide students with a more substantial start, and an academic review will be constructed to identify and support students whose semester grades indicate they are in jeopardy. By the end of the year, the pilot of the career interest assessment, the orientation course, and the academic review will be ready and the academic assessment, educational planning and early alert will be expanded to all campuses. An evaluation for the year will reveal a 10% increase in satisfaction with assessment and placement services and a 5% increase in the number of students completing the enrollment process.

During the third year, the systems piloted in the second year will be expanded to the neighborhood campuses while the systems developed the second year are piloted on the main campus. Concurrently, a college readiness inventory will be developed and incorporated into the

assessment while an electronic progress review is designed to identify students who need counseling support to revise their educational plans. By the end of the third year, all of the systems and services will be designed and the faculty and staff will be ready to pilot the computerized progress review with essential training. An evaluation for the year will reveal a 10% increase in the number of students who complete the enrollment process and a 5% increase in the number of students who complete the first semester compared to the 1998 baseline.

During the fourth year, the College will institutionalize the new enrollment system and pilot the progress review on the main campus while expanding the academic review to identify and direct counseling services to at-risk students collegewide. An assessment for the year will reveal a 15% increase in the number of students who complete the enrollment process and a 10% increase in the number of students who complete the first semester compared to the 1998 baseline.

By the beginning of the final year of the project, the progress review will be expanded to the campuses and the enrollment and tracking systems will be fully operational. During the year, each system will be assessed and adjusted while improving the interface between systems and continuing training. As a result, the application of the new tools to student needs will increase, and counseling will complete the transition to a preventive mode of operation. At the end of the year, the institutionalization of the new systems will be complete. The comprehensive computerized assessment system, supported by diagnostic tools, will ensure that all students are placed accurately and effectively. Counselors will help students develop and monitor electronic education plans that serve as road maps. A full semester orientation course will develop students' college success skills and link them to support services, stabilizing their entry to academe. Tracking systems will identify and target early support and essential guidance to

students at risk. By the end of the project, the combined impact of the new systems will increase the number of students who complete the enrollment process by 20%, the number who complete their first semester by 15%, and the number who re-enroll by 20%.

TIME TABLE

Each component of the Activity is systematically designed, piloted, and expanded to ensure sufficient time for development and delivery to students on the campus and the neighborhood campuses.

ENROLLMENT SYSTEM	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Academic Assessment				☆	☆
Career Inventory					☆
College Readiness Inventory					
Educational Plan				☆	☆
Counseling Conference				☆	☆
Orientation Course					☆
Early Alert				☆	☆
Academic Review					☆
Progress Review					
 = in progress ☆ = fully developed					

Because of the scope of the Activity and the size of the institution, the full five years is required to develop the new system. Based on the considerable experience of the project leadership, the timetable is both realistic and attainable.

KEY PERSONNEL

Activity One requires a Director, Task Force and full-time Assessment Lab Manager.

ACTIVITY ONE DIRECTOR (50%)

The half-time Activity Director, is responsible for the daily oversight and administration of Activity One, providing leadership in completing the following duties:

1. Chair the Task Force appointed to oversee the implementation of the Activity.
2. Supervise the Lab Manager.
3. Encourage collegewide participation in the implementation of the Activity.

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM					FORM APPROVED	
Title III, Higher Education Act of 1965, as amended by Public Law 102-325					OBM No. 1840 0144	
					EXP. Date 6/30/93	
IMPLEMENTATION STRATEGY AND TIME TABLE FORM						
1. Name of Applicant Institution: City College of San Francisco				2. Activity Title: Increasing Persistence and Retention by Developing Enrollment Systems		
3. Specific Tasks to be completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
<u>YEAR ONE</u>						
Appoint Activity Director & Task Force Members, Hire Lab Manager	President and Executive Staff	Identify key personnel, request participation, provide stipend/release, make appointments	Appointments made and personnel hired	10/02	02/03	
Review and verify Activity I design specifications	Task Force	Review plans, refine components, verify baseline data and plot developmental checkpoints	Overall design specifications and base line data approved	10/02	12/02	
Purchase and install hardware and software for electronic assessment	Matriculation	Review specifications, purchase hardware and software	Assessment hardware and software operational	1/03	4/03	
Purchase license and install hardware and software for Education Plan	Counseling, Matriculation	Develop protocol, programmatic templates, assessment implementation procedures and education plan format	Education plan operational	1/03	4/03	
Design Counseling Conference	Counseling	Train counselors to integrate new assessment and ed plan into the counseling session	Counseling Conference designed and approved	3/03	5/03	
Train counselors to deliver Counseling Conference	Counseling	Develop and deliver training protocol and test results	All counselors trained	5/03	9/03	
Design early alert review	IT, Faculty, Counseling	Establish criteria, develop protocol, design and test software	First tier of tracking system operational	1/03	4/03	
Train faculty and counselors to use early alert system	IT, Faculty, Counseling	Develop protocol and deliver training on when to notify and how to counsel at-risk students	All faculty and counselors trained	4/03	9/03	
Prepare plans to pilot new systems and services at Phelan Campus	Task Force	Review plans, policies, procedures, roles, responsibilities, schedules, and locations	Plans reviewed, revised and approved	7/03	9/03	
<u>YEAR TWO</u>						
Design orientation course and train counselors to deliver the course	Counseling, Matriculation	Review best practice, develop content, format, and review process and train counselors to deliver the course	Orientation course approved and counselors trained	10/03	12/03	
Design a computerized career	Counseling,	Review best practices., design and test the	Diagnostic tool approved	10/03	12/03	

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				From	To	
inventory assessment	Matriculation	assessment tool and train counselors	and added to assessment protocol			
Acquire and customize degree audit review to conduct end-of semester academic achievement reviews	IT, Faculty, Counselors	Purchase License, establish criteria and protocol for interventions and customize software	Second tier of tracking system operational	10/03	2/04	
Train counselors to implement academic achievement review	IT, Counseling	Train counselors to use the tracking system., develop and deliver training protocol and test results	All counselors trained	1/04	4/04	
Prepare plans to pilot new systems and services at Phelan Campus	Task Force	Review plans, policies, procedures, roles, responsibilities, schedules, and locations	Plans reviewed, revised and approved	10/03	9/04	
Pilot computerized assessment at Phelan Campus	Counselors, Matriculation	College uses new assessment to test and place students	Entering students are assessed by the new system	10/03	9/04	
Pilot Education Plan at Phelan Campus	Counselors, Matriculation	Counselors help new students translate their goals into an education plan	Entering students work with counselors to develop an education plan	10/03	9/04	
Pilot Counseling Conference at Phelan Campus	Counselors	Counselors integrate computerized assessment and education plan into counseling conference	Entering students attend a counseling conference	10/03	9/04	
Pilot early alert review at Phelan Campus	Faculty, Counselors	Faculty transmits list of at-risk students to counselors at the end of week 6	At-risk students are referred 6 weeks into semester to counseling	10/03	8/04	
Assess increases in effectiveness and capacity and changes in user satisfaction resulting from pilot	Task Force, Evaluator	Review documentation of capacity and effectiveness gains and user satisfaction to identify and implement required adjustments	Modifications identified, approved and implemented	8/04	9/04	
Prepare plans to expand collegewide systems piloted at	Task Force	Review plans, policies, procedures, roles, responsibilities, schedules, and locations	Plans reviewed, revised and approved	7/04	9/04	

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Phelan						
<u>YEAR THREE</u>						
Acquire license to assess college success skills and strategies	Matriculation, Counselors, Learning Assistance Center (LAC)	Acquire and customize LASSI License and train counselors to use the new diagnostic tool	Modified LASSI approved and added to assessment tool and all counselors trained	11/04	12/04	
Design the computerized progress review and develop software linking it to the electronic education plan	IT, Counseling	Develop software that establishes the linkage with the education plan, establish criteria, and develop protocol	Third tier of tracking system operational	1/05	4/05	
Train counselors to use computerized progress review	IT, Counseling	Train counselors to use the tracking system., develop and deliver training protocol and test results	All counselors are trained	3/05	5/05	
Prepare plans to pilot new systems and services at Phelan Campus	Task Force	Review plans, policies, procedures, roles, responsibilities, schedules, and locations	Plans reviewed, revised and approved	8/05	10/05	
Pilot orientation course at Phelan Campus	Counselors, Matriculation	Students enroll in credit orientation course, are tested and surveyed with input used to improve the course	Entering students enroll in orientation course	10/04	9/05	
Pilot career inventory at Phelan Campus	Counselors , Matriculation	Career inventory is added to assessment and integrated into the assessment protocol	Entering students complete career inventory with interests integrated into counseling program	10/04	12/04	
Pilot academic achievement review at Phelan Campus	Faculty, Counselors	Counselors use system to identify at-risk students at end of semester	Students in academic jeopardy referred to counseling	10/04	8/05	

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				From	To
Assess increases in effectiveness and capacity and changes in user satisfaction resulting from pilot	Task Force, Evaluator	Review documentation of capacity and effectiveness gains and user satisfaction to identify and implement required adjustments	Modifications identified, approved and implemented	8/05	9/05
Expand computerized assessment education plan and counseling conference collegewide	Counselors, Matriculation, Faculty, IT	College uses new assessment to test and place students	All entering students are assessed by computerized system, attend a counseling conference, and develop an education plan	10/04	9/05
Expand early alert review collegewide	Faculty, Counselors	Faculty transmits list of at-risk students to counselors at the end of week 6	Students collegewide at risk 6 weeks into semester referred to counseling	10/04	9/05
Assess improvements resulting from new enrollment and tracking systems	Task Force, Evaluator	Review documentation of capacity and effectiveness gains and user satisfaction to identify and implement required adjustments	Modifications identified, approved and implemented	7/05	9/05
<u>YEAR FOUR</u>					
Pilot college readiness diagnostic at Phelan Campus	Matriculation, Counselors, Learning Assistance Center (LAC)	College readiness is added to assessment and integrated into the assessment protocol	Entering students complete diagnostic test of college readiness and counselors' knowledge of students improved	10/05	3/06
Pilot computerized progress review at Phelan Campus	IT, Counseling	Progress review identifies at-risk students who are not following their ed plan	Students abandoning their education plan are referred to counseling	10/05	9/06
Prepare plans to expand new systems and services collegewide	Task Force	Review plans, policies, procedures, roles, responsibilities, schedules, and locations	Plans reviewed, revised and approved	10/05	9/06

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				From	To	
Expand orientation course and career inventory collegewide	Counselors, Matriculation. Faculty, IT	College uses new assessment to test and place students	Entering students enroll in orientation course and	10/05	9/06	
Expand academic achievement review collegewide	Faculty, Counselors	Counselors receive list of students in academic jeopardy at the end of the semester	Students collegewide at risk of academic failure are referred to counseling	10/05	9/06	
Assess improvements resulting from new enrollment and tracking systems	Task Force, Evaluator	Review documentation of capacity and effectiveness gains and user satisfaction to identify and implement required adjustments	Modifications identified, approved and implemented	10/05	3/06	
<u>YEAR FIVE</u>						
Expand college readiness diagnostic tool collegewide	Counselors, Matriculation. Faculty, IT	College uses new assessment to test and place students	All entering students are assessed, attend a counseling conference, and develop an education plan	10/06	9/07	
Expand computerized progress review collegewide	Faculty, Counselors	Counselors receive list of students in academic jeopardy at the end of the semester	Students collegewide at risk of academic failure are referred to counseling	10/06	9/07	
Reformed enrollment system fully implemented	Task Force	Students are provided with information, tools and support as they enter the system	A more accessible enrollment process guides students onto the right path	4/07	9/07	
Convert the Taskforce to an on-going management team for the continued improvement of the system	Executive Leadership	Establish Task Force as a continuing team for system management and improvement and complete institutionalization	Institutionalization complete	4/07	9/07	

4. Ensure accomplishment prescribed of objectives and implementation strategies.
5. Prepare monthly progress reports for the supervising Title III Coordinator.
6. Provide essential documentation for internal and external evaluations.
7. Serve as liaison with responsibility for required reports, site visits and meetings.

The ideal candidate for the role of Activity Director should have a thorough knowledge of the systems and services involved in the Activity, the skills of the faculty and staff working on the development of systems and services, and the products available in the field.

City College has chosen Nick Chang, Dean of Matriculation and a member of the Title III Design Team to lead Activity One. Nick began his career with City College in 1973 as an academic and career counselor. Since then he has served in a variety of administrative roles in Student Development: Campus Dean, Dean of Student Services, Dean of Special Programs, Dean of Counseling, and presently Dean of Matriculation. With a Bachelors in Psychology, a Masters in Counseling, and Doctoral studies in Multicultural Education, Nick has the background, experience, and support of his colleagues. Moreover, Nick is highly regarded as a leader – not only at the College, but throughout the state – in the area of matriculation services, beginning with admissions and continuing through assessment, placement, orientation and counseling to tracking and intervention. His leadership ability, organizational skills, knowledge of the field, communication skills, and management style will ensure the success of Activity One. With the Activity directly related to his unit, additional staffing and delegation of specific tasks will ensure Nick can devote half of his time to this effort.

ACTIVITY ONE TASK FORCE

The Activity One Task Force is comprised of eight faculty, staff and students who participated in the Title III Design Team. Chaired by the Activity Director, the Task Force will:

1. Monitor the Activity to ensure coincidence with the goals of the CDP.
2. Monitor progress to ensure cost-effective adherence to objectives and timetable.
3. Assist with the implementation of key initiatives stipulated in the Activity.
4. Participate in the implementation of internal and external evaluations.

5. Represent the Activity with all constituencies to disseminate information.
6. Provide overall support to ensure the success and impact of the project.

The Task Force will meet bi-weekly during the first year and monthly thereafter, providing input into tasks undertaken and reviewing accomplishments. Membership is expected to include the Dean of Student Services and the Dean of Admissions and Records, as well as two counseling faculty, two teaching faculty and two students, with each serving a two-year term.

ASSESSMENT LAB MANAGER (100%)

The Assessment Lab Manager, a new full-time position at City College, will oversee the computerized assessment lab at the main campus and support expansion of the new system to the other campuses. Supervised by the Dean of Matriculation, the Assessment Lab Manager will:

1. Assist with the installation and maintenance of all assessment instruments.
2. Ensure that all computers and networks are fully operational.
3. Assist students, faculty, and staff with the use of system hardware and software.
4. Monitor the assessment process to ensure compliance with security systems.
5. Participate in the expansion of the system to other campuses
6. Contribute data and other information to support the evaluation of Activity One.

The Assessment Lab Manager requires a postsecondary degree, baccalaureate preferred, in computer technology or a related field with at least two years of work-related experience, preferably in education. The candidate must demonstrate effective communication and interpersonal skills, as well as refined organizational and technical skills. The position will be posted in accordance with College policy, and will be filled halfway through the first year, moving the position into the College budget sequentially by the fifth year.

BUDGET

Personnel is 9% of the budget, benefits 3%, equipment 30%, supplies 5%, travel 1%, contractual 41%, and other 11%; all costs reflect established prices negotiated at the base level, and they are necessary in that the capability does not currently exist at the College. The Activity Budget Form and Other Budget Information follow (ED Forms 851A4&5).