

ACTIVITY II
IMPROVING ACADEMIC QUALITY BY INTEGRATING
DEVELOPMENTAL INSTRUCTION WITH ACADEMIC SUPPORT

Activity Two will integrate intensified instruction and academic support into developmental programs in ESL, English and math to increase the number of students who successfully complete their required developmental coursework and continue on to collegiate study. Instructional labs equipped with state-of-the-art software and learning assistance will be developed in proximity to the Learning Assistance Center and integrated with the English, math and ESL curricula, while college success strategies that develop students' learning skills will be interwoven with instruction. Assessment tools, designed by faculty teams in each program, will measure the impact of improvements on student learning, and a faculty development program will help those teaching targeted courses to take full advantage of the improved learning environment. By 2007, the new instructional program will improve the effectiveness of instruction by 50% and increase student achievement in developmental courses by 20% so that they can compete equally with their peers in collegiate coursework. As a result, over 2,800 more students each year will experience academic success, a figure that will be compounded into the future. Because of the scope of the proposed improvements and the size and complexity of the College, the full five years of the grant period will be required to design, pilot, and expand the new developmental programs. Activity II will begin October 1, 2002 and continue through September 30, 2007 at a cost of approximately \$839,831.

ACTIVITY OBJECTIVES

The goal of Activity Two is to improve student success in developmental programs, a goal that is operationalized through nineteen measurable objectives that guide implementation of

the activity. Each objective is connected to outcome-oriented performance indicators of capacity and impact and measured against the 1998 baseline over the five-year period (ED Form 851A-2)

RELATIONSHIP OF ACTIVITY OBJECTIVES TO CDP

Like Activity One, Activity Two responds directly to the Comprehensive Development Plan by promoting student achievement of educational goals and improving access to effective College services. Activity Two will produce this change by reforming developmental studies, curricula in which more than one in two students presently fail. As Activity Two builds systems that increase student success in developmental courses, more students will advance to and complete college courses and programs.

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>Integrate learning strategies and lab support throughout the instructional process to improve the achievement of underprepared students in the developmental curriculum 20% 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 Student Achievement through Developmental Program Reform
3. MAJOR OBJECTIVES IN MEASURABLE TERMS		4. PERFORMANCE INDICATORS
<u>YEAR ONE</u> 1.1 To increase the capacity to deliver lab-based academic support to ESL students 100% compared to the 1998 baseline by September 30, 2003. 1.2. To increase the capacity of ESL faculty to deliver integrated instruction 100% compared to the 1998 baseline by September 30, 2003. <u>YEAR TWO</u> 2.1 To increase the capacity to deliver lab-based academic support for English students 100% compared to the 1998 baseline by September 30, 2004.		1.11 The ESL Lab is developed and operational by September 30, 2003. 1.12. ESL syllabi and instructional protocols connect classroom and lab instruction by September 30, 2003. 1.13. A baseline comparison reveals 100% increase in capacity to provide lab-based academic support to ESL students by September 30, 2003. 1.21 The instructional support system for ESL is developed and operational by September 30, 2003. 1.22 All ESL instructors on Phelan trained in the delivery of integrated instruction with 80% satisfaction by September 30, 2003. 1.23 A baseline comparison reveals 100% increase in capacity to deliver integrated instruction by September 30, 2003. 2.11 The English Lab is developed and operational by September 30, 2004. 2.12 English syllabi and instructional protocols connect classroom and lab instruction by September 30, 2004.

<p>2.2 To increase the capacity of English faculty to deliver integrated instruction 100% compared to the 1998 baseline by September 30, 2004.</p> <p>2.3 To increase ESL students' achievement in integrated pilot sections on the Phelan campus by 10% in comparison with the 1998 baseline by September 2004.</p> <p><u>YEAR THREE</u></p> <p>3.1 To increase the accessibility of instructional support for developmental instructors 75% compared to the 1998 baseline by September 2005.</p> <p>3.2 To increase the capacity to deliver integrated academic support services to Math students by 100% compared to the 1998 baseline by September 2005.</p>	<p>2.13 A baseline comparison reveals 100% increase in capacity to provide lab-based academic support to English students by September 30, 2004.</p> <p>2.21 The instructional support system for English is developed and operational by September 30, 2004.</p> <p>2.22 All English instructors on Phelan trained in the delivery of integrated instruction with 80% satisfaction by September 30, 2004.</p> <p>2.23 A baseline comparison reveals 100% increase in capacity to deliver integrated instruction by September 30, 2004.</p> <p>2.31 Comparison reveals a 10% increase in the completion of integrated ESL courses with a 'C' or better by September 30, 2004.</p> <p>3.11 A web-based instructional resource program for developmental instructors is developed and operational by September 30, 2005.</p> <p>3.12 Baseline comparison reveals 75% increase in capacity to deliver web-based instructional support by September 30, 2005.</p> <p>3.21 The Math Lab is developed and operational by September 30, 2005.</p> <p>3.22 Math syllabi and instructional protocols connect classroom and lab instruction by September 30, 2005.</p> <p>3.23 A baseline comparison reveals 100% increase in capacity to provide lab-based academic support to Math students by September 30, 2005.</p>
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<p>3.3 To increase the capacity of Math faculty to deliver integrated instruction 100% compared to the 1998 baseline by September 30, 2005.</p> <p>3.4 To increase English students' achievement on Phelan campus 10% in integrated pilot sections in comparison with the 1998 baseline by September 30, 2005.</p> <p>3.5 To increase ESL students' achievement on all campuses in integrated sections 20% in comparison with the 1998 baseline by September 2005.</p>	<p>3.31 The instructional support system for Math is developed and operational by September 30, 2005.</p> <p>3.32 All Math instructors on Phelan trained in the delivery of integrated instruction with 80% satisfaction by September 30, 2005.</p> <p>3.33 A baseline comparison reveals 100% increase in capacity to deliver integrated instruction by September 30, 2005.</p> <p>3.41 Baseline comparison shows 10% increase in the completion of integrated English courses with a 'C' or better by September 30, 2005.</p> <p>3.51 Comparison reveals a 20% increase in the completion of integrated ESL sections with a 'C' or better by September 30, 2005.</p>
<p><u>YEAR FOUR</u></p> <p>4.1 To increase the effectiveness of on-going instructional support to developmental instructors on Phelan 50% compared to the 1998 baseline by September 30, 2006.</p> <p>4.2 To increase Math students' achievement in integrated pilot sections on the Phelan campus 10% in comparison with the 1998 baseline by September 30, 2006.</p> <p>4.3 To increase English students' achievement on all campuses 20% in comparison with the 1998 baseline by September 30, 2006.</p>	<p>4.11 Lab Coordinators conduct training in the use of the web-based system with 80% satisfaction by September 30, 2006.</p> <p>4.12 An analysis of system usage reveals a 50% increase in faculty ratings of accessibility and applicability by September 30, 2006.</p> <p>4.21 Comparison reveals a 10% increase in the completion of integrated Math courses with a 'C' or better by September 30, 2006.</p> <p>4.31 Comparison reveals a 20% increase in the completion of integrated English sections with a 'C' or better by September 30, 2006.</p>

<p><u>YEAR FIVE</u></p> <p>5.1 To increase the effectiveness of on-going instructional support to developmental instructors on all campuses 50% compared to the 1998 baseline by September 30, 2007</p> <p>5.2 To increase student achievement in ESL, English and Math 20% in comparison with the 1998 baseline September 30, 2007</p> <p>5.3 Faculty preparation to integrate success strategies with instruction has increased 50% in comparison with the 1998 baseline by September 30, 2007.</p>	<p>5.11 Lab Coordinators conduct training in the use of the web-based system with 80% satisfaction by September 30, 2007.</p> <p>5.12 An analysis of system usage reveals a 50% increase in faculty ratings of accessibility and applicability on all campuses by September 30, 2007.</p> <p>5.21 Comparison reveals a 20% increase in the completion of integrated Math, English and ESL sections with a ‘C’ or better by September 30, 2007.</p> <p>5.31 Faculty surveys indicate a satisfaction level of 80% or greater with faculty development by September 30, 2007</p> <p>5.32 Review of syllabi and instructional practices reveals a 50% increase in the integration of college success strategies in comparison with the 1998 baseline by September 30, 2007.</p>
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IMPLEMENTATION STRATEGY

Like its counterpart in Activity One, the implementation strategy for Activity Two is three-phased, sequential and designed to integrate technological applications with intensive training and continuous evaluation to ensure organizational change (Lorenzo & LeCroy, 1994).

Activity Two dedicates five years to the design, piloting and expansion of an integrated instructional system for the three developmental disciplines: ESL, English and Math. ESL begins design work in the first year, pilots on the main campus the second year, and expands collegewide the third year. English follows the same sequence, beginning year two and concluding year four, while Math begins the process year three and concludes in year five. By end of the grant period, three new labs are fully constructed and supported with software and tutors; academic support services are fully integrated with classroom instruction in the developmental programs; and faculty are trained to deliver integrated instruction infused with college success strategies. To provide the foundation for continued development and support, the Lab Coordinators will train new instructors to integrate the classroom with the lab, while a web-based network will provide essential instructional resources.

RATIONALE

The implementation strategy incorporates principles and practices recommended by the leaders in the field of developmental education, each successfully demonstrated through model projects around the country and promising practices piloted at City College.

The Title III Design Team's research found leaders in the field agreeing that successful developmental programs are well-coordinated, synchronizing instruction and learning assistance (McCabe and Day, 1998). They integrate critical thinking, study skills and learning strategies to augment specific skill development (Silverman and Casazza, 2000), and are supportive of the students' cognitive and affective development in the classroom

(Taraban, Rynearson, and Kerr, 2000). Further, the best programs are responsive to students' needs, delivering effective instruction based on their abilities and their readiness (Boylan, Bliss & Bonham, 1997; Spann, 2000).

The insight gleaned from the literature mirrored what faculty found during a visit to Denver Community College's innovative Teaching/Learning Center, a venue dedicated to the improvement of developmental instruction. There, faculty have designed a profile of the successful student and identified techniques to facilitate learning by integrating skills and strategies. A visit to Daytona Beach Community College also demonstrated the integration of learning assistance and classroom instruction. Students work in the Learning Center two hours a week as a course requirement with peer support, a technique consistently demonstrating a letter grade increase in student achievement for every twelve hours in the lab. Consultation with Bunker Hill Community College revealed the impact of software adapted to supplement classroom instruction, ensuring the availability of multiple approaches to the acquisition of specific concepts, skills, and strategies.

Finally, the Design Team considered local pilots. Within the past two years, each developmental curriculum has been reconsidered to redefine levels, ensure cohesion, and improve articulation with college-level courses. Meanwhile, the Learning Assistance Center has monitored the impact of tutorial assistance, skill-based workshops and instruction addressing learning strategies, in both instances confirming increases in student proficiency and course completion, particularly for those students in two or more developmental courses.

From the research, the Task Force extracted the following principles:

- Developmental courses need labs with state-of-the-art software,
- Classroom and lab instruction in developmental courses should be integrated,
- Instructors need tools to measure student learning, and
- Faculty need access to instructional development resources.

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

IMPLEMENTATION TASKS AND METHODOLOGIES

In the first three years, the Activity will initiate a change in the developmental programs sequentially: ESL, English and Math. During the first year, a learning lab will be installed and faculty will develop strategies to integrate the lab with instruction, assess learning and train their colleagues. During the second year, the new design will be piloted, evaluated and refined before it is expanded to all campuses in the third year. As such, the methodology provides multiple opportunities for the faculty to learn from their own change process and from the experience of their colleagues.

Expand	ESL LAB	ENGLISH LAB	MATH LAB	WEB-BASED RESOURCE CENTER
Pilot	INTEGRATED CURRICULUM	INTEGRATED CURRICULUM	INTEGRATED CURRICULUM	
Design	SUCCESS STRATEGIES	SUCCESS STRATEGIES	SUCCESS STRATEGIES	
	FACULTY DEVELOPMENT	FACULTY DEVELOPMENT	FACULTY DEVELOPMENT	

During the first year of the project, the College will appoint the Activity Director and a Task Force with representation from each program directly involved in the implementation. The Activity Director will lead the Task Force in reviewing the implementation plan, key objectives and outcome measures, and initiate the reform. A Faculty Development Consultant will assist with the integration of skills and strategies, working with the Lab Coordinators and their faculty designers throughout the project. Likewise the ESL department will identify an ESL faculty member released half time to coordinate their ESL lab. Working with her department, the ESL Lab Coordinator will develop the new lab, overseeing the renovation of the designated space

with College support, the purchase and installation of equipment and instructional software, and the selection of Lab Aides. Five ESL faculty will be released to develop instructional linkages between lab and classroom with specific learning strategies, to design tools to assess student achievement, and to train their colleagues on the main campus with consultant support. By the end of the year, the faculty and staff will evaluate the capacity and effectiveness of the new system and prepare to pilot the ESL program as the faculty of the English Department prepare to integrate their program the next year.

During the second year, the integrated ESL program will be piloted with developmental ESL students using the new lab for at least an hour each week as faculty make assessments and adjustments to the new instructional system. Concurrently, the English Department will select a faculty member to serve as Lab Coordinator with half-time release. Working with her department, the English Lab Coordinator will develop a new lab, overseeing renovations of the designated space with College support, the purchase and installation of equipment and instructional software and the selection of Lab Aides. Five colleagues will also be released to create instructional linkages between lab and classroom, integrating specific learning strategies into the system, developing tools to assess student achievement, and training their colleagues with consultant support. By the end of the second year, the faculty and staff will evaluate the capacity and effectiveness of the new system and prepare to pilot the English program. Concurrently, the ESL Lab Coordinator will train colleagues on the neighborhood campuses, and the Math faculty will prepare to integrate their program the next year.

During the third year, the integrated ESL program will expand to all sites connecting students with lab resources, as the integrated English program is piloted, assessed, and revised on the main campus. Meanwhile, a Math Lab Coordinator will be identified to develop their new

lab, selecting and installing instructional software and training new Lab Aides. Five colleagues will also be released to create instructional linkages between the Math Lab and the classroom, integrating specific learning strategies into the system, developing tools to assess student achievement, and training their colleagues. To support and sustain instructional change, the faculty and consultant will develop a web-based resource site which they will use to promote new initiatives, access instructional tools, download information on developmental learning, and exchange ideas with their colleagues. By the end of the third year, the faculty and staff will evaluate the effectiveness of the new system and prepare to pilot the Math program. The English Lab Coordinator will train her colleagues at neighborhood campuses and the ESL reform will be institutionalized with 20% more students successfully completing their courses.


During the fourth year, the improved English program will expand to all sites while the integrated Math program is piloted on the main campus with all developmental math students using the Lab at least one hour a week. Meanwhile, the instructional website will be piloted and refined with consultant support. At the end of the year, the integrated English program will be fully implemented, resulting in a 20% increase in student achievement across the program. Math instruction on the main campus will be integrated, assessed, and refined, with the remaining math instructors on the other campuses trained. At the end of the year, the new systems and services will be assessed and the findings used to support continuous improvement.

During the fifth and final year of the project, improvements in the Math program will be fully expanded. By the end of the year, student achievement in developmental ESL, English and Math will be stabilized 20% higher than it was in 1998, the base year. All developmental instructors will be trained, and all components of the new delivery system will be institutionalized. Finally, the Task Force will be converted to an ongoing management team

reporting to the Vice Chancellor of Academic Affairs with responsibility for the continued management and improvement of the system.

TIME TABLE

The time table below depicts the sequential change process for each of the three developmental programs, completing the reform by the end of the project. Leaders from ESL, English and Math, all experienced program developers, played a key role in designing an implementation strategy that ensured reasonable timeframes to achieve the planned changes. Supported by the experience of other initiatives, the faculty and staff are certain that the timetable for implementation is reasonable and will be achieved.

INTEGRATED INSTRUCTION AND SUPPORT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Academic Support Systems					
ESL Lab Development				☆	☆
English Lab Development					☆
Math Lab Development					
Integration of Classroom & Lab Instruction					☆
ESL and College Success Strategies				☆	☆
English and College Success Strategies					☆
Math and College Success Strategies					
Instructional Support Systems					
Instructional Resource Development				☆	☆
Web-based Resources Network					
ESL Student Learning Assessment				☆	☆
English Student Learning Assessment					☆
Math Student Learning Assessment					
 = in progress ☆ = fully developed					

The implementation strategies are depicted on the form that follows (EDForm 851-A 3).

KEY PERSONNEL

The Activity requires half-time Lab Coordinators, part-time Faculty Designers and Lab Aides representing ESL, English and Math.

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM Title III, Higher Education Act of 1965, as amended by Public Law 102-325					FORM APPROVED 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 Student Achievement through Developmental Program Reform		
3. Specific Tasks to be completed	4. Primary Participants	5. Methodologies Involved	6. Tangible Results	7. Timeframe		
				From	To	
YEAR ONE						
Appoint Activity Director and Task Force Members	Chancellor, Title III Coordinator	Provide stipend/release and make appointments	Appointments made	10/02	11/02	
Hire Faculty Development Consultant	Activity Director, Task Force	Hire and prepare scope of work	Appointment made	10/02	11/02	
Review and verify Activity II design specifications	Task Force	Review plans, refine components and verify baseline data	Overall design specification and baseline data approved.	10/02	12/02	
Select Lab Coordinator and Lab Aides	ESL Faculty, Activity Director	Identify and recruit Lab Coordinator and Lab Aides	Lab Coordinator and Lab Aides identified	10/02	9/03	
Develop ESL Lab	ESL Faculty	Plan layout, select and install hardware and software and purchase materials and supplies	Lab operational	1/03	7/03	
Select and train Faculty Design Team	Lab Coordinator, Faculty Development Consultant	Conduct and document training sessions on integrated instruction and college success strategies	Training protocol developed and Faculty Design Team trained	4/03	6/03	
Train ESL faculty at main campus	Lab Coordinator, Faculty Design Team	Train main campus ESL faculty to integrate lab and college success into curriculum	Main campus ESL faculty trained	6/03	9/03	
Develop integrated curriculum	ESL Faculty, Lab Coordinator, Faculty Design Team	Assist main campus ESL faculty with integration of classroom, lab instruction and college success	Course outlines and syllabi completed	6/03	9/03	
Develop outcome-based assessment	Lab Coordinator, Faculty Design Team	Assist main campus ESL faculty with outcome based assessment for integrated curriculum	Outcome based assessment designed	6/03	8/03	
Assess overall plans and prepare to pilot the reforms.	Activity Director, Task Force, Faculty	Review responsibilities, schedules, objectives and outcome measures	Plans reviewed, revised and approved.	7/03	9/03	

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				From	To	
<u>YEAR TWO</u>						
Hire Lab Coordinator and Lab Aides	English Faculty	Recruit and identify Lab Coordinator and Lab Aides	Lab Coordinator and Lab Aides identified	10/03	11/03	
Develop English Lab	English Faculty, IT	Plan layout, select, and purchase hardware and software and purchase materials and supplies	Lab operational	1/04	7/04	
Select and train Faculty Design Team	Lab Coordinator, Faculty Development Consultant	Conduct and document training sessions on integrated instruction and college success strategies	Training protocol developed and Faculty Design Team trained	4/04	6/04	
Train English faculty at main campus	Lab Coordinator, Faculty Design Team	Train main campus English faculty to integrate lab and college success into curriculum	Main campus English faculty trained	6/04	9/04	
Develop integrated curriculum	English Faculty, Lab Coordinator, Faculty Design Team	Assist main campus English faculty with integration of classroom, lab instruction and college success	Course outlines and syllabi completed	6/04	9/04	
Develop outcome-based assessment	Lab Coordinator, Faculty Design Team	Assist main campus English faculty with outcome based assessment for integrated curriculum	Outcome based assessment designed	6/04	8/04	
Assess overall plans and prepare to pilot the reforms	Activity Director, Task Force, Faculty	Review responsibilities, schedules, objectives and outcome measures	Plans reviewed, revised and approved	7/04	9/04	
Deliver integrated instructional ESL courses at main campus	ESL Faculty	Trained faculty pilot integrated instruction. Students learn in classroom and lab	Student performance improved	10/03	5/04	
Assess student achievement and student and faculty satisfaction	Task Force, Activity Director, ESL Faculty	Compare student achievement in integrated and traditional sections and survey students, faculty	Data analysis used to modify program	10/03	6/04	
Train ESL faculty on neighborhood campuses	ESL Design Team, Lab Coordinator	Use protocol to deliver training and supplement with lessons from first major training session	All ESL faculty trained	5/04	9/04	
Assess plans and preparation for full implementation of reformed ESL program	Task Force, Faculty, Activity Director	Review plans, responsibilities, schedules, objectives and outcome measures	Modifications identified, approved and implemented	8/04	9/04	

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				From	To	
YEAR THREE						
Select Lab Coordinator, Lab Aides	Math Faculty, IT	Identify and recruit Lab Coordinator and Lab Aides	Lab Coordinator and Lab Aides hired	10/04	11/04	
Develop Math Lab	Math Faculty, IT	Plan layout, select and install hardware and software and purchase materials and supplies	Lab operational	1/05	7/05	
Select and train Faculty Design Team	Lab Coordinator, Faculty Development Consultant	Conduct and document training sessions on integrated instruction and college success strategies	Training protocol designed and Faculty Design Team trained	4/05	6/05	
Train Math faculty at main campus	Lab Coordinator, Faculty Design Team	Train main campus Math faculty to integrate lab and college success into curriculum	Main campus Math faculty trained	6/05	9/05	
Develop integrated curriculum	Math Faculty, Lab Coordinator, Faculty Design Team	Assist main campus Math faculty with integration of classroom, lab instruction and college success	Course outlines and syllabi completed	6/05	9/05	
Develop outcome-based assessment	Math Faculty, Lab Coordinator, Faculty Design Team	Assist main campus Math faculty with outcome based assessment for integrated curriculum	Outcome based assessment designed	6/05	8/05	
Assess overall plans and prepare to pilot the reforms	Activity Director, Task Force, Faculty	Review responsibilities, schedules, objectives and outcome measures	Plans reviewed, revised and approved	7/05	9/05	
Deliver integrated instructional English courses at main campus	English Faculty	Pilot integrated instruction and students learn in classroom and lab	Improved achievement on main campus	10/04	5/05	
Assess student achievement and student and faculty satisfaction	Task Force, Activity Director, English Faculty	Compare student achievement in integrated and traditional sections and survey students and faculty	Data analysis completed. Findings used to modify and refine program	6/05	8/05	
Train English faculty on neighborhood campuses	English Design Team, Lab Coordinator	Use protocol to deliver training and supplement with lessons from first major training session	All English faculty trained	5/05	9/05	

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				From	To	
Assess plans and preparation for full implementation of reformed English program	Task Force, Faculty, Activity Director	Review plans, responsibilities, schedules, objectives and outcome measures	Modifications identified, approved and implemented	8/05	9/05	
Expand integrated ESL instruction collegewide	Faculty, Lab Coordinator	ESL faculty collegewide deliver integrated instruction with college success strategies	Improved student achievement collegewide	10/04	5/05	
Design format for web-based instructional resource program	Faculty, IT, Faculty Development Consultant	Research and review existing training websites and solicit faculty input to select initial content	Format approved	10/05	12/05	
Select content for web-based program	Faculty, IT, Faculty Development Consultant	Develop list of possible features and request and use faculty input to select initial content	Content approved	12/05	2/05	
Assess web-based program for pilot implementation	Faculty, Faculty Development Consultant	Survey faculty on format and content and use feedback to revise and improve	Web-based program developed and approved	3/05	6/05	
YEAR FOUR						
Deliver integrated instructional Math courses at main campus	Math Faculty	Trained faculty pilot integrated instruction and monitor instructional delivery in classroom and lab	Improved achievement on main campus	10/05	5/06	
Assess student achievement and student and faculty satisfaction	Task Force, Activity Director, Math Faculty	Compare student achievement in integrated and traditional Math sections and survey students faculty	Data analysis used to modify program	6/06	8/06	
Train Math faculty on neighborhood campuses	Math Design Team, Lab Coordinator	Use protocol to deliver training and supplement with lessons from first major training session	All Math faculty trained	5/06	9/06	
Assist additional Math faculty develop integrated curriculum and outcome based assessment	Math Design Team, Lab Coordinator	Use integrated course outlines and syllabi to support curriculum development on neighborhood campuses	Course outlines and syllabi developed for all Math courses	6/06	8/06	

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				From	To	
Assess plans and preparation for full implementation of reformed Math program	Task Force, Faculty, Activity Director	Review plans, responsibilities, schedules, objectives and outcome measures	Modifications identified, approved and implemented	8/06	9/06	
Expand integrated English instruction collegewide	Faculty and Lab Coordinator	English faculty collegewide deliver integrated instruction with college success strategies	Improved student achievement collegewide	10/05	5/06	
Pilot implement web-based resource network	Faculty Development Consultant	Survey 20 faculty who use website for two months and use input to refine	Feedback used to refine and modify website.	10/05	5/06	
<u>YEAR FIVE</u>						
Expand integrated Math instruction collegewide	Faculty and Lab Coordinator	Math faculty collegewide deliver integrated instruction with college success strategies	All Math students in integrated instruction	9/06	5/07	
Assess student achievement and student-faculty satisfaction	Math Faculty, Task Force, Evaluator	Compare student achievement to 1998 baseline and survey students and faculty	Impact documented, modifications and implemented	1/07	6/07	
Convert the Taskforce to an on-going management team	Executive Leadership	Establish Task Force as a continuing team for system institutionalization	Institutionalization complete	4/07	9/07	

ACTIVITY TWO DIRECTOR (50%)

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

1. Chair the Task Force appointed to oversee the implementation of the Activity.
2. Supervise the Lab Coordinators, and Lab Aides.
3. Encourage collegewide participation in the implementation of the Activity.
4. Ensure the accomplishment of objectives and implementation strategies as prescribed.
5. Prepare monthly progress reports for the supervising Title III Coordinator.
6. Provide essential documentation for internal and external evaluations, and
7. Serve as liaison with DOE responsible for required reports, site visits and meetings.

The ideal candidate should possess a thorough knowledge of developmental education; a keen insight into the needs, abilities, and expectations of underprepared students; and a strong working relationship with the faculty and staff of ESL, English and Math.

City College has chosen Nadine Rosenthal, Chairperson of the Learning Assistance Department and a member of the Title III Design Team to lead Activity Two. Nadine began her career with City College in 1982 as a reading and writing instructor at one of the neighborhood campuses, bringing to her role a wealth of experience gained as the Director of Reading Improvement and Study Skills Coordinator at San Francisco State. Since 1991, Nadine has provided imaginative leadership in the area of learning assistance, building a Center that is highly regarded by students and faculty. With a Bachelors in Economics and a Masters in Reading, her leadership is characterized by strong conceptual abilities, effective organizational and managerial skills and her persuasive communication style. Moreover, Nadine is recognized for her innovative spirit and her dedication to the field. As a leader, Nadine has the background, experience, skills, and the support of her colleagues for this challenging role. With the Activity directly related to her unit, additional staffing and delegation of specific tasks will ensure that Nadine can devote half her time to this effort.

ACTIVITY TWO TASK FORCE

The Task Force chaired by the Activity Director includes twelve faculty, staff and students who participated in research that led to the design of this Activity and is responsible to:

1. Maintain a sense of the direction of the Activity to ensure that its operation is coincident with the goals of the Comprehensive Development Plan.
2. Monitor program progress to ensure that the Activity adheres to the objectives and timetable in a cost-effective manner.
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 Arts and Humanities and the Dean of Math and Science, the Chairs of the ESL, English, and Math Departments, faculty from each of the four areas involved, and three students.

LAB COORDINATOR (50%)

Three faculty in ESL, English, and Math will be released half time to serve as the Lab Coordinator for their discipline, overseeing the design and installation of the department's new lab. Supervised by the Activity Director and their department chair, the Lab Coordinators will:

1. Install the labs, select academic support software, and operationalize the new tools.
2. Develop and implement faculty training on the integration of classroom and lab and the infusion of college success strategies into instruction.
3. Develop training protocols and use them to train incoming instructors.
4. Identify, train, coordinate, and supervise the Lab Aides.
5. Lead workshops or study groups in the labs, answer student and faculty questions and provide instructors with feedback on students' lab work.
6. Support development and maintenance of the web-based resource
7. Provide information to support the evaluation.

The Lab Coordinators will each hold a Masters with five to ten years of teaching experience including the use of instructional technology. A broad academic background with knowledge of the literature on effective teaching and learning and strong interpersonal skills will also be

required. The ESL Lab Coordinator will be hired in year one; the English Lab Coordinator in year two; and the Math Lab Coordinator in year three, each supported by the grant for three years until systematically moving on to the College budget.

FACULTY DESIGNERS (NON-INSTRUCTIONAL RELEASE TIME)

Each Lab Coordinator will collaborate with five faculty members from the targeted discipline to design learning strategies, development of assessment techniques, and the train the first cohort of faculty in the delivery of the new instructional program on the main campus. Supervised by the Activity Director and their department chairs, specific responsibilities include:

1. Collaborate on the identification of learning strategies to be integrated with classroom and lab instruction in the developmental discipline with consultant support.
2. Collaborate on the development of techniques to assess student performance within each developmental course of the discipline with consultant support.
3. Assist with the design and delivery of the initial faculty training program.

The Faculty Designers will each hold a Masters with three to five years of teaching experience and have strong interpersonal skills. They will be chosen by their colleagues for their interest in the task and their commitment to instructional development, supported by the grant for the first year and the college for the second year to task completion.

FACULTY DEVELOPMENT CONSULTANT

A Faculty Development Consultant will be contracted to support the Lab Coordinators and Faculty Designers as they integrate classroom with lab and infuse college readiness skills and learning strategies throughout the instructional program. Under the supervision of the Activity Director, the Faculty Development Consultant will:

1. Develop a protocol to support lab and classroom integration.
2. Provide training in the design of techniques that promote college readiness and develop learning strategies for the Lab Coordinators.
3. Work directly with the Lab Coordinators and Faculty Designers in each discipline as they reform the instructional program.
4. Assist with the design of the web-based instructional resource network.

5. Facilitate on-going cross-disciplinary dialogue to enhance the implementation of the instructional reform effort.

The Faculty Development Consultant will hold a Masters, Doctorate preferred, with ten years of classroom experience, a successful record as a faculty consultant addressing institutional reform, and effective interpersonal and communication skills. The consultant will be hired the first year for the duration of the project, systematically decreasing the level of activity to year five; the position will not be institutionalized.

LAB AIDES

Lab Aides are students hired on an hourly basis to assist their peers with content and strategy development. Supervised by the Lab Coordinators, the Lab Aides will:

1. Deliver lab-based academic assistance with college success skills.
2. Assist groups of students as well as individuals to use instructional software.
3. Serve as a mentor, providing encouragement and guidance.
4. Assist Lab Coordinators in developing and delivering reports to faculty.

The Lab Aides must be in good academic standing, have computer experience, possess strong communication and interpersonal skills, and demonstrate an interest in helping others.

BUDGET

Personnel represents 22% of the budget, benefits 4%, equipment 25%, supplies 9%, travel 4%, contractual 12%, and other 22%. In all instances, costs are reasonable in that they reflect established prices, negotiated at the base level to the extent possible, and they are necessary in that the capability does not currently exist at the College. (See ED Forms 851A4&5).