

CITY COLLEGE OF SAN FRANCISCO

2002-2007 U. S. DEPARTMENT OF EDUCATION TITLE III GRANT

Activity One: Increasing Persistence and Retention by Developing Enrollment Systems

Activity Two: Increasing Student Achievement through Developmental Program Reform

2002-2003	321,397
2003-2004	356,174
2004-2005	365,000
2005-2006	338,924
2006-2007	<u>327,905</u>
Five Year Total	\$1,709,400

Estimated Contributions by City College: \$1,200,000

Key Components of the project:

- ◆ A computerized assessment to increase the effectiveness of the enrollment process
 - ◆ Skill levels in English and Math
 - ◆ Career interests
 - ◆ College readiness
- ◆ An electronic educational plan to improve the delivery of guidance and support
- ◆ A tracking system to identify and target support to students at risk
 - ◆ Early alert during the first semester triggers support for those in need
 - ◆ Academic achievement review after the first semester monitors course completion and grades
 - ◆ Academic progress review after two or more semesters monitors student achievement of their academic plans
- ◆ Instructional labs to increase the achievement of underprepared students in English, Math, and ESL
- ◆ New instructional technologies that integrate basic skills and learning, connecting instructional labs with the classroom

Combined, the key components introduce systems and services that will increase the persistence, retention, and achievement of students, particularly those who enter underprepared.

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 orients each student to the demands and expectations of the learning community. Once enrolled, students will be supported by a computerized tracking system that will help the College identify and intervene early to assist students at risk. The tracking system will analyze student progress at three separate stages of the student's College career, early in the first semester, after the first semester, and upon completion of two or more semesters. Systems will be piloted at the Ocean Avenue campus in the year they are introduced and expanded to the other campuses the following year.

Activity Two will integrate intensified instruction and academic support into developmental programs in ESL, English and math. Instructional labs 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. A faculty development program will help those teaching targeted courses to take full advantage of the improved learning environment. As with Activity One, 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 its three-year design/pilot/expand process in the first year, English in the second, and Math in the third.

Project Management and Evaluation

Chancellor Day will assume overall responsibility for the leadership of the Title III project, which he sees as a unique opportunity to catapult the institution forward and achieve critical goals and objectives related to student success. Reporting directly to the Chancellor, the Title III Coordinator will

- ◆ Provide overall project leadership and supervision
- ◆ Develop and distribute project management guidelines via the Title III Policies and Procedures Handbook
- ◆ Establish and supervise data collection and reporting systems for all project objectives
- ◆ Approve all grant expenditures in compliance with federal regulations, program conditions, and local requirements
- ◆ Oversee the evaluation process, producing evaluation reports
- ◆ Convene bi-monthly Steering Committee meetings to solicit input regarding project implementation and modification
- ◆ Prepare quarterly reports and communicate progress collegewide
- ◆ Serve as the College liaison with the U.S. Department of Education

Steering Committee Membership

Title III coordinator (Dean of Special Projects Larry Klein), Vice Chancellor of Academic Affairs, Vice Chancellor for Student Development, Dean of Student Support Services, Dean of the School of Liberal Arts, Chairpersons of ESL, English, and Mathematics departments, and representative faculty, staff, and students

Activity Directors and Task Forces

Each of the two activities will have an Activity Director and a Task Force of involved faculty, staff, and students. Dean of Matriculation Nick Chang will direct Activity One, and Learning Assistance Chairperson Nadine Rosenthal will direct Activity Two.

The Activity One Director will

- ◆ Chair the Task Force appointed to oversee the implementation of the Activity
- ◆ Supervise the Lab Manager
- ◆ Encourage collegewide participation in the implementation of the Activity
- ◆ Ensure accomplishment of prescribed objectives and implementation strategies
- ◆ Prepare monthly progress reports for the supervising Title III coordinator
- ◆ Provide essential documentation for internal and external evaluations
- ◆ Serve as liaison with responsibility for required reports, site visits and meetings

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

The Activity Two Director will

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

The Activity Two Task Force includes twelve faculty, staff, and students who participated in research that led to the design of this Activity.

Evaluation Design

- ◆ Evaluation of process will focus on the accomplishment of scheduled implementation strategies and expenditures through data elements such as meeting minutes, accounting records, and class rosters
- ◆ Evaluation of product will focus on related performance measures related to documents created and installations operable through data elements
- ◆ Evaluation of impact will focus on objectives and institutional effectiveness in relation to baseline data