

Quality Focus Essay

Identification of Projects

City College of San Francisco's overall goal for the Quality Focus Essay is to improve its tools for closing achievement gaps and to increase overall student success. In taking on this project, the College is building on some of its strengths. The College has included disaggregated achievement data as part of each department's Program Review for many years. Attention to achievement gaps in course success led to numerous varied support programs for students, including the projects in ESL and basic skills English and Math that are a focus of the College's Equity Plan. However, the College also realized that the disaggregation of student learning outcomes data would add additional, increasingly discrete information to its decision-making toolkit. With that in mind, in Spring 2015, City College of San Francisco faculty leaders asked all faculty to record student learning outcomes data for every student in every section of every course. This was to create the necessary data to better inform efforts to achieve equity at City College. The Quality Focus Essay now provides the College with the opportunity to take the next steps in making institutional changes that support data-informed decision-making and innovation across the College. In the development of the Institutional Self Evaluation, the College also noticed that these activities would improve institutional effectiveness in Accreditation Standards in I.B., II.A., II.C., and IV.A.

This rationale informed the selection of two action projects for the Quality Focus Essay (QFE):

- **Action Project 1 Goal:** Using existing findings as pilots, build a sustainable system for addressing findings resulting from institutional assessment of General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs). (Standards I.B., II.A., and IV.A.)
- **Action Project 2 Goal:** Close achievement gaps in Basic Skills. (Standard I.B., II.A., II.C., and IV.A.)

Action Project 1 Description. CCSF's first project aims to create an effective means (via a codified, flexible planning structure) to implement the recommendations that arise from institutional assessment activities. CCSF assesses one Institutional Learning Outcome and one or two General Education Outcomes every year. The College's research team combines faculty assessments from each course that map to the ILO or GELO into user-friendly aggregated and disaggregated sets of data. The Student Learning Outcomes committee and team of SLO Coordinators work with faculty groups in each outcomes area under assessment to review this assessment data and propose action items that they take out to the entire College community for discussion and feedback. One such event, the All-College FLEX Day on March 8, 2016, used a jigsaw teaching strategy to strategically engage the entire College community in both department and cross-discipline dialogue, a research-proven strategy that is effective in supporting and

creating both innovation and collaborative teaching and learning practices. The day focused on the following areas for improvement that grew out of the ILO/GELO assessments:

- Expansion of the use of prerequisites and advisories
- Integration of quantitative reasoning across the curriculum
- Strengthening counseling and teaching faculty collaboration
- Strengthening non-credit assessment
- Creating spaces for student success

Following the all-day event, a College-wide survey gathered feedback on the day's events and identified suggestions for improvement. Based on all of this data, as summarized in the March 8, 2016 SLO Flex Day Summary Report, the College recognized that it needs to strengthen its processes for moving from feedback and findings, to a more intentional means of implementing change.¹ Project 1 will develop the codified, flexible planning process.

CCSF will select at least two of the above areas for improvement to focus on as part of QFE Action Project 1.

Action Project 2 Description. The action project to close achievement gaps in Basic Skills is taken from the “ESL and Basic Skills Completion” section of the College’s 2015-16 Student Equity Plan.² The College chose this project for two reasons. First, the Basic Skills portion of the Equity Plan focuses on making lasting institutional-level changes to the delivery of basic skills that have the potential to benefit students beyond the life of the grant funds. Second, the College is hoping to add SLO data to equity planning, and pursuing this project has the potential to help the College identify the best ways to combine SLO and achievement data to close achievement gaps.

The ESL and Basic Skills section of CCSF’s Student Equity Plan includes Equity-funded interventions that fall into three areas: ESL, English, and Math. Specific interventions in these areas include:

- Building an ESL Mission Pathway that increases the number of underrepresented minority students who move from noncredit ESL to credit coursework (certificate, degree, or transfer programs)
- Expanding English Sequence Acceleration to increase the number of all students completing the English basic skills sequence
- Creating a Developmental Math Community of Practice that closes achievement gaps through a community of practice that draws on and translates experiences from a Summer Math Academy for African American, Latino, Pacific Islander, and Native American students

¹ [March 8, 2016, SLO Flex Day Summary Report](#)

² [2015-16 Student Equity Plan](#)

All of the Project Goals, Anticipated Outcomes, Action Steps, Success Indicators, and Assessment Methods for Project 2 derive from the College's 2015-16 Student Equity Plan.

Action Project Selection Process

During a series of Accreditation Steering Committee meetings, the representatives from all constituent groups reviewed and ranked suggestions from committee and Standards work group members about possible areas of improvement. These areas of improvement had been identified through the self-evaluation process.^{3 4 5} Strengthening the connections between the College's decision-making processes and its desire to close achievement gaps with data-informed promising practices was the overarching theme that emerged from these meetings. Subsequent discussions between the Accreditation Steering Committee, the Accreditation Leadership Team, and other College leaders refined this focus to creating systematic participative processes for the implementation of interventions that grow out of the assessment of Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs). Further discussion help the team realize that including the Student Equity Plan activities related to Basic Skills achievement would enhance the overall goals of this long-term project.

Rationale for these Action Projects

Both of these projects will also increase overall institutional effectiveness in promoting overall student success. In the process of developing the 2016 Institutional Self Evaluation, the College recognized that in Standards I.B.4. and I.B.6., it needs to create more sustainable and robust institutional processes for implementing data-informed interventions to promote student learning and achievement that build on its work as a vanguard in disaggregating student outcomes data. In Standards II.A.1., II.A.2., II.A.3., II.C.1., II.C.3., and II.C.5., the College can use what it learns from these projects to better ensure that students attain identified student learning outcomes and to continuously improve teaching and learning strategies to promote equity and student success for all students. In addition, Standard IV.A.1. calls for clearly identifying the means by which all constituent groups receive support in promoting innovation that leads to improvement; Standard IV.A.6. asks the College to document decision-making processes; and Standard IV.A.4. requires that faculty and academic administrators have responsibility for recommendations about curriculum through well-defined structures. The development of these projects, with the identification of systematic participative processes for implementing improvement plans, will assist the College in improving College-wide dialogue and creating well-understood, and thus more effective, pathways for implementation.

³ [Accreditation Steering Committee Minutes - August 18, 2015](#)

⁴ [Accreditation Steering Committee Minutes - September 1, 2015](#)

⁵ [Accreditation Steering Committee Minutes - September 15, 2015](#)

Project 1 - GELO/ILO Assessment Recommendations. City College’s Program Review process asks for each department to review and evaluate assessment data in order to identify areas in need of improvement and devise strategies for increasing student success. These intra-department processes are relatively strong. However, in the process of evaluating outcomes data across schools and divisions, the College realized that students would benefit even more from collaborative strategies aimed at areas of improvement identified across multiple disciplines and schools. This realization became the basis of discussions for how to create systematic participative processes for wider-scale implementation of common improvement goals.

Project 2A - ESL Mission Center Pathway. CCSF has a large ESL program that is very effective in helping immigrants gain the English skills necessary to better engage in a predominately English-speaking community and increase lifetime earnings by approximately 50 percent. CCSF’s Mission Center serves the largest Latino population of all CCSF Centers. However, research in the CCSF ESL Department also identified a gap in the ability of Latino students to move from a modest level of English (noncredit ESL levels) that assists in civic and employment participation, to a higher level of English (credit ESL and Eng 1A) that would make higher education more effective and accessible to non-native English speakers. The ESL pathway from noncredit ESL to credit ESL and then ideally to transfer-level English 1A would help bridge this identified gap. In addition, because some immigrant students are also concerned about potential barriers their immigration status creates, additional support services are necessary.

Project 2B - English Sequence Acceleration. Historical data from the Office of Research and Planning show that students’ placement level has a strong impact on whether or not they complete the English sequence. In order to increase student success and reduce the achievement gap, the English Department, in a faculty-driven effort, instituted an Accelerated Learning Program (ALP) sequence. The ALP sequence allows students to complete their English requirements in a shorter amount of time through intensive coursework and innovative, student-centered and inquiry-based pedagogy. In this QFE Action Project, the English Department will increase the number of accelerated English course offerings in basic skills and increase the availability of embedded tutoring support to students taking these courses.

Project 2C - Developmental Math Community of Practice. Developmental math courses exhibit significant achievement gaps among students. African-American, Latino, and Pacific Islander students are particularly affected. In addition, African-American and Latino students are disproportionately represented in developmental math courses. The Developmental Math Community of Practice will develop curriculum and implement innovative pedagogical practices that draw on the life experiences of African-American, Latino, and Pacific Islander students in a Summer Math Academy for recent high school graduates from the San Francisco Unified School District. Experimentation will be encouraged. The Community of Practice will then take the successful innovations from the Summer Academy and train faculty to apply them throughout

the developmental math program in the regular academic year. The Math Department’s ultimate goal is a closing of the achievement gap for African American, Latino, and Pacific Islander students in developmental math courses as well as greater numbers of these students enrolling and succeeding in transfer-level math.

Desired Goals/Measurable Outcomes

Table 1 captures the anticipated outcomes related to the Action Project goals and indicates how the Action Projects align with the Accreditation Standards.

Table 1. Anticipated Outcomes and Alignment with Standards

<p>Action Project 1 Goal: Using existing identified recommendations as pilots, build a sustainable system for addressing recommendations resulting from institutional assessment of GELOs and ILOs.</p>	
<p>Action Project 1 Anticipated Outcomes</p>	<p>Alignment with Standards</p>
<p>Outcome 1. Through appropriate constituent review processes, development of a system that guides the institution in addressing institutional assessment recommendations.</p> <p>Outcome 2. Evaluation of at least two institutional changes resulting from institutional assessment (GELO/ILO) recommendations.</p> <p>Outcome 3. Measurable increases in student success (depending on the institutional assessment recommendations selected and on the success of the pilots)</p>	<ul style="list-style-type: none"> ● Standard IB4 ● Standard IB6 ● Standard IIA1 ● Standard IIA2 ● Standard IIA3 ● Standard IVA1 ● Standard IVA2 ● Standard IVA4 ● Standard IVA6

Action Project 2 Goal: Closing Achievement Gaps in Basic Skills.	
Action Project 2 Anticipated Outcomes	Alignment with Standards
<p>Outcome 2A1. A data-informed understanding of noncredit URM student interests and needs related to transitioning from noncredit to credit coursework</p> <p>Outcome 2A2. A larger number of URM students moving from beginning ESL to intermediate ESL</p> <p>Outcome 2A3. A greater number of URM students who benefit from AB540</p> <p>Outcome 2A4. A larger number of URM students transitioning from noncredit to credit coursework</p> <p>Outcome 2A5. An increase in the number of URM students attaining certificates, degrees, or transfer</p> <p>Outcome 2A5. Development of an ESL Mission Pathway Model that utilizes and packages existing components to align interventions better with student needs</p> <p>Outcome 2B1. An increase in the number of students completing the English basic skills sequence by 5% over historical levels</p> <p>Outcome 2B2. An increase the number of underrepresented minorities reaching English 1A by 5%</p> <p>Outcome 2C1. A greater number of underrepresented minority students successfully completing developmental math courses.</p> <p>Outcome 2C2. A community of practice among math faculty in which participants share successful pedagogy and continually innovate to meet students' needs.</p> <p>Outcome 2C3. An increase in the adoption of pedagogical innovations among math faculty at all levels.</p>	<ul style="list-style-type: none"> ● Standard IB4 ● Standard IB6 ● Standard IIA2 ● Standard IIA3 ● Standard IIC1 ● Standard IIC3 ● Standard IIC5 ● Standard IVA1

Action Steps to Be Implemented

Table 2 describes the action steps associated with each Action Project.

Table 2. Action Steps

Action Project 1 Objectives	Action Project 1 Action Steps
<p>Project 1 Objective A:</p> <p>Pilot the implementation of at least two institutional assessment recommendations</p>	<p>Action Step 1A1. Identify major recommendations that have resulted from Institutional Assessment and collect feedback from the college on the benefits, challenges, and possible next steps for enacting those recommendations</p> <p>Action Step 1A2. Through collegial and participatory governance engage in college wide conversations about findings gathered during March 8 FLEX event and select at least two specific recommendations to address as a College (March 8 FLEX Report)</p> <p>Action Step 1A3. Identify obstacles to taking action on selected recommendations and develop and apply strategies for overcoming those challenges</p> <p>*These steps are taking place simultaneously with Action Step 1C1.</p>
<p>Project 1 Objective B:</p> <p>Evaluate the impacts of implementing the recommendations and the process for implementation</p>	<p>Action Step 1B1. Reassess specific GELOs and ILOs related to the implemented recommendations and evaluate, document, and share the results to inform future directions of those activities:</p> <ul style="list-style-type: none"> ● If the pilots of the institutional assessment recommendations result in the desired change, continue implementation and evaluation, making changes to the approach as necessary to optimize success ● If the pilots of the institutional assessment recommendations do not result in the desired change, identify whether modifications to the approach could yield the desired result and test those modifications <p>Action Step 1B2. Assess process success, seeking additional input through College governance structures, and evaluate, document, and share the results to inform process improvements</p>
<p>Project 1 Objective C:</p> <p>Create a sustainable process that, going forward, facilitates the ability to address future recommendations</p>	<p>Action Step 1C1. Draft implementation processes for pilot projects and engage in constituent review that incorporates steps taken to date and maps out steps going forward</p> <p>Action Step 1C2. Based on the experience gained in piloting the institutional assessment (GELO/ILO) recommendations, identify and document the challenges and successes related to the process of taking action on institutional assessment recommendations that are independent of the particular pilots</p> <p>Action Step 1C3. Develop strategies for overcoming challenges</p> <p>Action Step 1C4. Implement strategies for overcoming challenges</p> <p>Action Step 1C5. Codify the process and share through College governance structures</p> <p>Action Step 1C6. Apply the process to address additional and future institutional assessment recommendations and assess process success, evaluating results to inform process improvements</p>

Action Project 2 Objectives	Action Project 2 Action Steps
<p>Project 2 Objective A:</p> <p>ESL Mission Pathway - Increase the number of underrepresented minority students who move from noncredit ESL to credit coursework (certificate, degree, or transfer programs)</p>	<p>Action Step 2A1. Conduct interviews with Latino students at Mission Center to identify their aspirations and barriers to their success (e.g., how many wish to transition from noncredit to credit? For those interested in credit coursework, are they most interested in certificates, degrees, and/or transfer to 4-year institutions?)</p> <p>Action Step 2A2. Continue to pilot block scheduling of ESL and Transitional Studies classes using ESL courses that can be used as electives for High School diploma</p> <p>Action Step 2A3. In collaboration with counselors at Mission Center, identify possible enhancements in the Steps to Credit program to increase student success</p> <p>Action Step 2A4. Reinstate Academic Preparation Project, which accelerates student completion of the noncredit basic skills ESL sequence from beginning to intermediate level</p> <p>Action Step 2A5. Examine ESL sequence and availability of ESL courses at Mission Center to identify recommended changes to meet students' needs</p> <p>Action Step 2A6. Establish academic I-BEST model for ENGL 93, 96, and 1A at Mission Center</p> <p>Action Step 2A7. Identify which of the programs and activities make the greatest impact on students and fully implement and integrate those components into the ESL Mission Pathway</p>
<p>Project 2 Objective B:</p> <p>English Sequence Acceleration - Increase the number of all students completing the English basic skills sequence.</p>	<p>Action Step 2B1. Form a hiring committee and hire 3598 School Aide III tutors to support ALP courses</p> <p>Action Step 2B2. Develop materials and workshop to train the ALP tutors in the principles of ALP courses</p> <p>Action Step 2B3. Have ALP tutors take LERN 10 to learn best practices regarding tutoring</p> <p>Action Step 2B4. Embed each ALP tutor into three different sections of ALP courses – tutors will participate in some class sessions as well as be available outside of class for drop-in tutoring</p> <p>Action Step 2B5. Continuously evaluate effectiveness of tutoring on student retention and success in ALP courses</p> <p>Action Step 2B6. Develop mentorship guidelines for experienced faculty to follow when mentoring faculty trainees</p> <p>Action Step 2B7. Pair 8-10 untrained faculty per semester with mentors to train them in ALP pedagogy and help them develop a course</p> <p>Action Step 2B8. Develop workshops on ALP pedagogical principles and recruit experienced ALP instructors to offer them</p>

	<p>Action Step 2B9. Increase the number of ALP sections each semester and correspondingly decrease the number of stand-alone sections to move more students into the accelerated model</p> <p>Action Step 2B10. Continuously evaluate retention, success, and persistence of students in ALP vs. stand-alone courses</p>
<p>Project 2 Objective C:</p> <p>Developmental Math Community of Practice - Close the achievement gap through a community of practice that draws on and translates experiences from a Summer Math Academy for African American, Latino, Pacific Islander, and Native American students</p>	<p>Action Step 2C1. Develop a detailed model curriculum, an outline of activities, and learning outcomes for the Math Academy based on successful summer math academy programs at other community colleges</p> <p>Action Step 2C2. Adapt proposed Math Academy to become the mathematics component of the already-approved and funded Summer Bridge, a joint Mathematics Department, English Department, and Counseling program for new CCSF students coming from SFUSD, part of the Bridge to Success initiative</p> <p>Action Step 2C3. Assess the success of Summer Bridge and use this information to either (1) Prepare to continue the Math Academy as a component of the Summer Bridge or (2) create a Math Academy for Summer 2017 that is independent of the Bridge to Success and is open to all new and continuing students</p> <p>Action Step 2C4. Create a Community of Practice among all developmental math faculty that utilizes the experiences and pedagogical innovations of the Summer Math Academy as the focus for this professional development</p> <p>Action Step 2C5. Evaluate success of Summer 2016 students in their Fall 2016 math courses. Continue Community of Practice professional development activities and incorporate evaluation findings for discussion</p> <p>Action Step 2C6. Offer 2017 Summer Math Academy</p> <p>Action Step 2C7. Evaluate success of 2017 Summer Math Academy and determine optimal form for Summer 2018 and how to institutionalize. Continue Community of Practice professional development activities and incorporate evaluation findings for discussion</p> <p>Action Step 2C8. Offer a fully institutionalized Summer Math Academy in 2018, based on assessment of outcomes from the previous two summers. Continue Community of Practice professional development activities</p>

Timeline to Implementation and Responsible Parties

The timelines for Projects 1, 2A, 2B, and 2C appear on the following pages.

Action Project 1 Timeline

Project 1 Action Steps	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
<i>See Table 2 for full description of Action Steps</i>	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su
Action Step 1A1. Identify major recommendations ... and collect feedback from the college - Completed Spr 2016												
Action Step 1A2. ... engage in college wide conversations about findings ... and select at least two findings												
Action Step 1A3. Identify obstacles ... and develop and apply strategies for overcoming ...												
Action Step 1B1. Reassess specific GELOs and ILOs ...												
Action Step 1B2. Assess process success ... and evaluate, document, and share the results												
Action Step 1C1. Draft implementation processes ... and engage in constituent review ...												
Action Step 1C2. ... identify and document the challenges and successes related to the process of taking action ...												
Action Step 1C3. Develop strategies for overcoming challenges ...												
Action Step 1C4. Implement strategies for overcoming challenges ...												
Action Step 1C5. Codify the process ... and share through College governance structures												
Action Step 1C6. Apply the process to address additional and future ... assessment recommendations - F19 onward												

Action Project 2 Timeline

Project 2A Action Steps	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
<i>See Table 2 for full description of Action Steps</i>	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su
Action Step 2A1. Conduct interviews with Latino students ... to identify ... aspirations and barriers to ... success												
Action Step 2A2. Continue to pilot block scheduling of ESL and Transitional Studies classes ... - Began Spr 16												
Action Step 2A3. ... identify possible enhancements in the Steps to Credit program to increase student success												
Action Step 2A4. Reinstate Academic Preparation Project ...												
Action Step 2A5. Examine ESL sequence and availability of ESL courses at Mission Center ...												
Action Step 2A6. Establish academic I-BEST model for ENGL 93, 96, and 1A at Mission Center												
Action Step 2A7. Identify which ... programs and activities make the greatest impact ... and fully implement ...												

Project 2B Action Steps	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
Action Step 2B1. ... hire 3598 School Aide III tutors to support ALP courses - Began Spr 16 (continue as needed)												
Action Step 2B2. Develop materials and workshop to train the ALP tutors in the principles of ALP courses												
Action Step 2B3. Have ALP tutors take LERN 10 to learn best practices regarding tutoring - continue as needed												
Action Step 2B4. Embed each ALP tutor into three different sections of ALP courses ...												
Action Step 2B5. Continuously evaluate effectiveness of tutoring on student retention and success ...												
Action Step 2B6. Develop mentorship guidelines for experienced faculty ...												
Action Step 2B7. Pair ... untrained faculty ... with mentors to train them in ALP pedagogy ... - continue as needed												
Action Step 2B8. Develop workshops on ALP pedagogical principles and ... offer them - continue as needed												
Action Step 2B9. Increase the number of ALP sections ... to move more students into the accelerated model												
Action Step 2B10. Continuously evaluate retention, success, and persistence of students in ALP ... courses												

Project 2C Action Steps	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
Action Step 2C1. Develop ... model curriculum ... and learning outcomes for the Math Academy ... - Completed Spr 16												
Action Step 2C2. Adapt proposed Math Academy to become the math component of the ... Summer Bridge ... - Sum 2016												
Action Step 2C3. Assess the success of Summer Bridge ...												
Action Step 2C4. Create a Community of Practice among all developmental math faculty ...												
Action Step 2C5. Evaluate success of Summer 2016 students in their Fall 2016 math courses ...												
Action Step 2C6. Offer 2017 Summer Math Academy.												
Action Step 2C7. Evaluate success of 2017 Summer Math Academy ...												
Action Step 2C8. Offer a fully institutionalized Summer Math Academy in 2018 ...												

Resources

The Action Projects will require human, physical, technological, and financial resources as outlined in Table 4.

Table 4. Required Resources

Action Project 1 - ILO/GELO Recommendations: Required Resources			
Human Resources (Responsible Parties)	Physical Resources	Technological Resources	Financial Resources
Faculty, administrators, and staff involved in carrying out the recommendations SLO team Office of Research & Planning Academic Senate	Facilities space needed will vary depending on the recommendations selected (some require nothing beyond that which is already available to faculty, staff, and students, while others may require setting aside dedicated space).	Will likely only require standard technology available to all faculty and staff (computers with internet access, etc.)	SLO team work is funded through the Office of Research & Planning (which supports faculty release time to serve on SLO team). The need for additional resources for carrying out the recommendations will depend on those selected; when funding is needed, the College will redirect resources and/or draw on categorical funding where warranted.

Action Project 2A - ESL Mission Pathway: Required Resources			
Human Resources (Responsible Parties)	Physical Resources	Technological Resources	Financial Resources
Dean of ESL, International Education, and Transitional Studies ESL Department Chair Mission Center ESL Coordinator Faculty involved in the various proposed interventions English Department Chair and faculty teaching ENGL 93, 96, 1A Counselors at Mission	Does not require space beyond what is already available to faculty, staff, and students.	Will only require standard technology available to all faculty and staff (computers with internet access, etc.)	Funded by equity funds (CCCCO categorical funds)

Center			
Director of Research/Research staff			

Action Project 2B - Accelerated English Sequence: Required Resources			
Human Resources (Responsible Parties)	Physical Resources	Technological Resources	Financial Resources
Dean of English and Foreign Languages English Department Chair English faculty Tutors Director of Research/Research staff	Does not require space beyond what is already available to faculty, staff, and students.	Will only require standard technology available to all faculty and staff (computers with internet access, etc.)	Funded by equity funds (CCCCO categorical funds)

Action Project 2C - Developmental Math Community of Practice: Required Resources			
Human Resources (Responsible Parties)	Physical Resources	Technological Resources	Financial Resources
Dean of Science and Technology, Engineering, and Mathematics Math Department Chair Math faculty Director of Research/Research staff Outside speakers as needed for professional development	Summer Bridge space has already been identified and secured. Community of Practice meetings and professional development will utilize department and other meeting space on campus as needed.	Will only require standard technology available to all faculty and staff (computers with internet access, etc.)	Funded by equity funds (CCCCO categorical funds)

Assessment Plan to Evaluation Outcomes and Effectiveness

The assessment and evaluation of Action Project progress will be ongoing throughout the course of the next three years. While there will be points in time where formal mechanisms will provide the College with data about the impact of the selected projects that inform long-range future directions, systematic participative information gathering throughout will indicate when there are needs for more immediate changes in project activities. Table 4 describes the assessment methods that the College will employ to evaluate progress and inform improvements.

Table 4. Assessment Plan

Action Project 1 Objectives	Action Project 1 Assessment Methods
<p>Project 1 Objective A:</p> <p>Pilot the implementation of at least two institutional assessment recommendations</p>	<p>Assessment methods for Project 1 Objective A (see Objective B)</p>
<p>Project 1 Objective B:</p> <p>Evaluate the impacts of implementing the recommendations and the process for implementation</p>	<p>Assessment methods for Project 1 Objective B:</p> <ul style="list-style-type: none"> ● Reassessment of GELO/ILOs that produced the piloted recommendations and full evaluation and reporting, which will document the impacts of any changes, and follow the existing high-quality assessment processes that include: <ul style="list-style-type: none"> ○ Analysis of disaggregated Student Learning Outcomes data (highlighting differences among various demographic and other characteristics, including but not limited to, location and time of delivery, ethnicity, and course preparation) ○ Analysis of student achievement data (grades, retention, persistence, and certificate/degree attainment also further evaluated for differences in groups as discussed above for SLOs) ○ Feedback obtained through College governance structures, forums, FLEX events, and surveys ● Overall assessment of the implementation process by a selected working group of evaluators who will gather data and feedback through College governance structures and other appropriate methods ● Verification of the existence of a codified set of flexible, participative processes for implementation of recommendations that arise through ILO/GELO assessment
<p>Project 1 Objective C:</p> <p>Create a sustainable process that, going forward, facilitates the ability to address future recommendations</p>	<p>Assessment methods for Project 1 Objective C (see Objective B).</p>

Action Project 2 Objectives	Action Project 2 Assessment Methods
Project 2 Objective A:	Assessment methods for Project 2 Objective A include:
ESL Mission Pathway - Increase the number of students who move from noncredit ESL to English 1A through development of a pathway at the Mission Center	<ul style="list-style-type: none"> ● Student surveys/focus groups/interviews ● Analysis of disaggregated Student Learning Outcomes data ● Analysis of student achievement data (grades where applicable, retention, persistence, certificate/degree attainment) ● Faculty/staff surveys/focus groups/interviews
Project 2 Objective B: English Sequence Acceleration - Increase the number of all students completing the English basic skills sequence.	Assessment Method 2B1. Examine course retention (percentage of students who drop or withdraw) in ALP courses and compare with stand-alone courses
	Assessment Method 2B2. Examine course success (passing vs. non passing grades) in ALP courses and compare with stand-alone courses
	Assessment Method 2B3. Examine persistence (enrollment in the next course) of students coming from ALP courses and compare with stand-alone courses
	Assessment Method 2B4. Examine course retention of students in ALP classes with tutors and compare with students in ALP classes without tutors
	Assessment Method 2B5. Examine course success of students in ALP classes with tutors and compare with students in ALP classes without tutors
	Assessment Method 2B6. Examine course retention of students in ALP classes with tutors and compare with students in ALP classes without tutors
	Assessment Method 2B7. Examine overall sequence completion rate (based on starting level) of students taking ALP courses and compare with overall sequence completion rate of students not taking ALP courses
Project 2 Objective C:	Assessment methods for Project 2 Objective B include:
Developmental Math Community of Practice - Close the achievement gap through a community of practice that draws on and translates experiences from a Summer Math Academy for African American, Latino, Pacific Islander, and Native American students	<ul style="list-style-type: none"> ● Analysis of placement tests (pre- and post-) to determine whether participation in the Summer Academy improved placement levels ● Success of Summer Math Academy participants in subsequent Fall and Spring math courses compared to the general student population and a comparison group that did not participate in the Summer Math Academy but that otherwise exhibits similar demographics and math achievement levels upon entry to the College ● Student surveys/focus groups/interviews ● Faculty reports on changes made to their pedagogy and curricula based on experiences in the Community of Practice (obtained via interviews, surveys, or other instruments as appropriate)

Conclusion

City College of San Francisco is proud of the efforts of all constituent groups in using data to make improvements and close achievement gaps. The College looks forward to using the ILO/GELO assessment implementation process to inform a sustainable system for addressing institutional improvements, using assessment to better inform equity planning, and closing achievement gaps.