

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. Making

co faculty leaders asked
in every section of every
to achieve equity at City
an opportunity to take the next
in decision-making and innovation
In addition, the College also
aligns with Accreditation Standards

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

- **AI1 Gb** 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.)
- **AI2 Gb** Close achievement gaps in Basic Skills. (Standard I.B., II.A., II.C., and IV.A.)

AI1 Dp 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

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.

At 2 D 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

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

II - GELO/ILO Assessment

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.

IIA - ESL Methods

CCSF has a large ESL program that is very

effective in helping immigrants gain the English skills necessary to better engage in a

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

Action Project 2 Goal: Closing Achievement Gaps in Basic Skills.	
Action Project 2 Anticipated Outcomes	Alignment with Standards
Outcome 2A1. A data-informed understanding of noncredit URM student interests and needs related to transitioning from noncredit to credit coursework Outcome 2A2. A larger number of URM students moving from beginning ESL to intermediate ESL Outcome 2A3. A greater number of URM students who benefit from AB540 Outcome 2A4. A larger number of URM students transitioning from noncredit to credit coursework Outcome 2A5. An increase in the number of URM students attaining certificates, degrees, or transfer Outcome 2A5. Development of an ESL Mission Pathway Model that utilizes and packages existing components to align interventions better with student needs Outcome 2B1. An increase in the number of students completing the English basic skills sequence by 5% over historical levels Outcome 2B2. An increase the number of underrepresented minorities reaching English 1A by 5% Outcome 2C1. A greater number of underrepresented minority students successfully completing developmental math courses. Outcome 2C2. A community of practice among math faculty in which participants share successful pedagogy and continually innovate to meet students' needs. Outcome 2C3. An increase in the adoption of pedagogical innovations among math faculty at all levels.	● Standard IB4 ● Standard IB6 ● Standard IIA2 ● Standard IIA3 ● Standard IIC1 ● Standard IIC3 ● Standard IIC5 ● Standard IVA1

Action Steps to Be Implemented”

B. A16

Project 1 Objective A: Pilot the implementation of at least two institutional assessment recommendations	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 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) Action Step 1A3. Identify obstacles to taking action on selected recommendations and develop and apply strategies for overcoming those challenges *These steps are taking place simultaneously with Action Step 1C1.
Project 1 Objective B: Evaluate the impacts of implementing the recommendations and the process for implementation	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: • 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 Action Step 1B2. Assess process success, seeking additional input through College governance structures, and evaluate, document, and share the results to inform process improvements
Project 1 Objective C: Create a sustainable process that, going forward, facilitates the ability to address future recommendations	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 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 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 institutional assessment recommendations and assess process success, evaluating results to inform process improvements

Project 2 Objective A: ESL Mission Pathway - Increase the number of underrepresented minority students who move from noncredit ESL to credit coursework (certificate, degree, or transfer programs)	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?) 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 Action Step 2A3. In collaboration with counselors at Mission Center, identify possible enhancements in the Steps to Credit program to increase student success Action Step 2A4.
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	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 Action Step 2B10. Continuously evaluate retention, success, and persistence of students in ALP vs. stand-alone courses
Project 2 Objective C: 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	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 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 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 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 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 Action Step 2C6. Offer 2017 Summer Math Academy 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 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

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
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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 ...												

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 ...

Center			
Director of Research/Research staff			

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**Human Resources
(Responsible Parties)**

Physical Resources

(e s o r c e s

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

Action Project 1 Objectives	Action Project 1 Assessment Methods
Project 1 Objective A: Pilot the implementation of at least two institutional assessment recommendations	Assessment methods for Project 1 Objective A (see Objective B)
Project 1 Objective B:	Assessment methods for Project 1 Objective B:

Evaluate the impacts of implementing the

recommendations and the process of the project.

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	• 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 classes without tutors

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.