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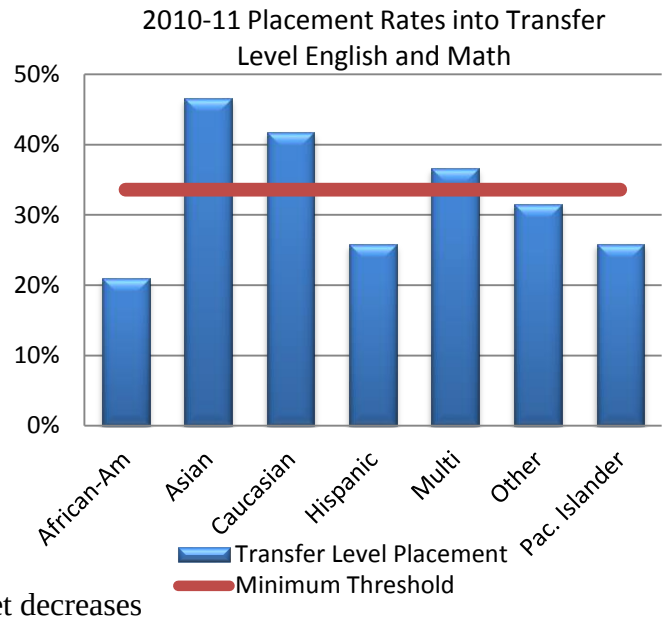
PART III Section 1 – QUALITY OF COMPREHENSIVE DEVELOPMENT PLAN

A. Institutional Narrative

Golden West College (GWC) is a federally-designated Hispanic Serving, two-year degree granting institution, and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The ACCJC is one of seven regional accrediting commissions authorized by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. Golden West College is one of three colleges of the Coast Community College District (CCCD), which is governed by a five-member elected Board of Trustees. GWC offers courses leading to more than 67 associate degrees and 41 certificate programs. **The Service Area:** Golden West College is located in Orange County, California 50 miles south of Los Angeles and 80 miles north of San Diego and is bordered by the communities of Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, and Westminster. **Student Characteristics:** In Fall of 2012, GWC served 12,531 students. The ethnic composition of GWC students (headcount) was 28% Asian, 28% Hispanic, 2% African American, 32% white and 12% other. Female students represent 53% of the student body, with over 28% of students are over the age of 24. More than 60% are part-time students (less than 12 units),but only 10% are enrolled in online courses, with 27% on probation or disqualified. Located outside of the more affluent and less diverse regions of Orange County, over 60% (8,588) of all enrolled students qualify for some form of financial aid. More than 8,500 students received a Board of Governors (BOG) Enrollment Fee Waiver, 4,068 students received grants like Cal Grant B or Pell, 426 received loans, and 89 students participated in Federal Work Study. (Source: *California Community Colleges Chancellor's Office Management Information Systems Data Mart, 2012*).

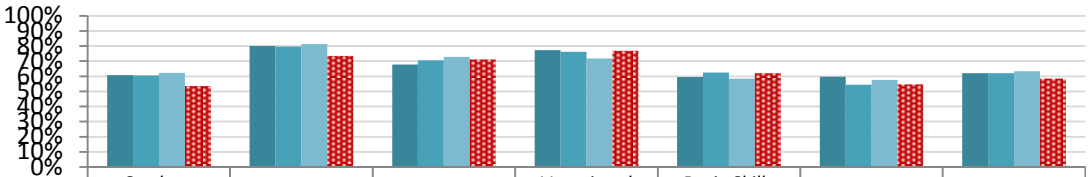
GWC's Educational Mission: Although transfer preparation is primary to the mission of GWC, its mission also includes responding to community needs with respect to basic skills and workforce development. At graduation, more than half of the 1,500+ awards are vocational certificates. GWC offers 41 career certificate (include associate degree) programs, featuring a P.O.S.T. certified Police Academy, California Board of Registered Nursing (BRN) and National League of Nursing (NLN) accredited Registered Nursing, National Automotive Technicians Education Foundation (NATEF) certified Automotive Technology, and California State Board of Cosmetology (CSB) certified Cosmetology programs. **External and Internal Factors Influencing District Planning:** Internal factors highlighted in student population and performance trends play an implicit role in the college's planning through their analysis in program review at the department level and are also analyzed at the college level. The population in Orange County will become more ethnically diverse, in line with state and national trends. Between 2010 and 2020, the county's Hispanic presence will grow from 36% to 42%. (State of California Department of Finance, 2008) (Cambridge West 2011 report) **K-12 Enrollment and Preparation Trends:** Over the next ten to twenty years, the number and composition of K-12 students is projected to drastically change in Orange County. These changes naturally have implications for all higher education institutions. According to the latest projections from the State of California Department of Finance, it is predicted there will be a 6.7% decrease in Orange County's overall K-12 enrollment by 2020. Starting in 2010-2011, it is projected that the number of high school graduates in Orange County will begin to decline with a projected 8% decrease by 2015 (State of California Department of Finance, 2011). Historically, GWC's graduate trends have closely mirrored Orange County graduation trends. **Preparation of High School Graduates:** Another important factor is the level of preparation of high school graduates. The percent of graduates meeting CSU/UC coursework upon high school graduation is a

measure of college readiness. At Huntington Beach Unified, the GWC'S largest feeder district, approximately 45% of graduates are prepared for CSU/UC, but this is a decline from the previous five years which had over a 50% preparedness rate. Additionally, at GWC, less than 30% of Hispanic students place into transfer level English and Math.



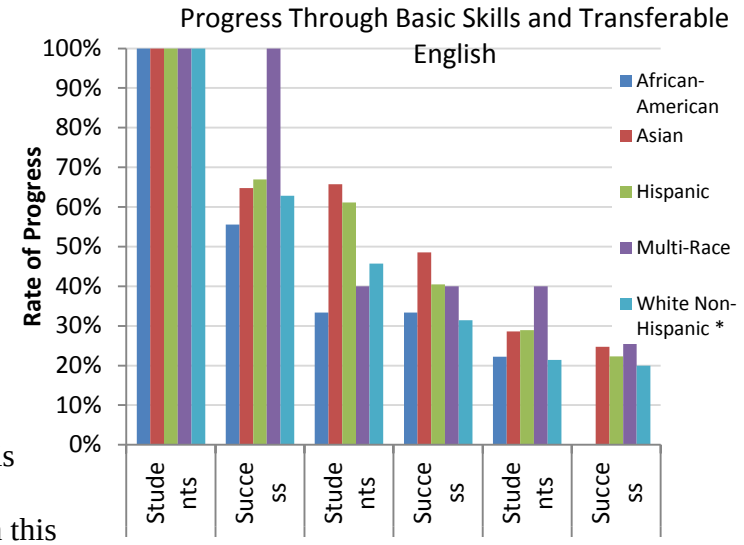
Current Enrollment Trends: Golden West College headcount enrollment has fluctuated with budget trends. The college reached a high of 17,337 students in 2002-03 before State-wide budget decreases began. GWC enrollment in 2011-12 is at 13,736 (a more than 20% decrease). The budgetary constraints have required the College to reduce the number of sections offered. This has had an impact on the number of students served, but also provides insight into scheduling trends. Online and online assisted (hybrid) courses continue to be a popular scheduling alternative. **Student Transfer Preparation**: In Fall 2011, almost 60% of GWC students indicated transfer goals, 20% were undecided, 15% stated a vocational goal, and 5% had a personal enrichment goal. **Placement Test Trends**: Even though students indicate an interest in transfer, students have been increasingly less prepared for college-level course work in English and math. For 2010-11, one-third of GWC students test into college level English and math. **Basic Skills and Vocational Course Completion Rates** The Accountability Report for Community Colleges (ARCC) details seven educational performance measures. Golden West College is ***performing below the State-wide average for basic skills course completion and improvement rates***. Basic skills completion rates fell to 58.5%, the lowest since 2009. The table below shows the ARCC

measures for GWC, including persistence and completion rates.



	Student Achieve. Rate Degree/Cert/Trans	% of Students Who Earned at Least 30 Units	Fall to Fall Persistence Rate	Vocational Course Completion Rates	Basic Skills Course Completion Rates	ESL Improvement Rate	Basic Skills Improvement Rate
GWC 2009	60.8%	80.0%	67.7%	77.2%	59.5%	59.8%	62.1%
GWC 2010	60.5%	79.6%	70.5%	76.3%	62.5%	54.4%	62.0%
GWC 2011	62.2%	81.4%	72.8%	71.9%	58.5%	57.6%	63.3%
State-Wide 2011	53.6%	73.5%	71.1%	76.8%	62.1%	54.6%	58.5%

Progress through basic skills English and math Less than 20% of students placing two-levels below transfer English (English G100) successfully progress through basic skills English and successfully complete transfer-level English. For math, the progress rate is even lower, 11%. Only 6% of Hispanic students progress and successfully complete a transfer-level math class. Progression from basic skills to transfer level courses is a primary concern to be addressed in this project. The challenge continues to be the changing diversity of students, unstable state funding, and the six year graduation rate of degree-seeking students. A summary of the data supporting the identification of needs and analysis of symptoms, problems, strategies and solutions that informed the Comprehensive Development Plan follows.



B. Comprehensive Development Plan

i. Strengths, Weaknesses and Problems

ACADEMIC SERVICES	
STRENGTHS	**WEAKNESSES**
Effective and Stable Management Comprehensive, quality programs. Faculty and administrators frequently monitor the quality, relevance, efficiency and effectiveness of programs.	**Increasingly Underprepared Students** Two thirds of first time GWC students come to the college under-prepared and place into math and/or English courses below transfer level. Limited academic and student services bridge strategies and interventions.
Strong Accountability Measures Golden West College was higher than state-wide averages on five out of seven State Accountability Measures (ARCC).	**Low Transfer Rates** A low number of underrepresented students transfer to four-year universities. Total transfer enrollment from GWC to Cal State Universities in 2010-11 was 746 of which only 124 were Hispanic (16.6%).
Specialized Transfer Agreements Over 2,299 Majors agreements with UC and CSU; 1771 CSU and 827 UC transferable courses plus articulation agreements with 13 California private institutions and 3 out-of-state colleges.	**Unclear transfer pathways** Underrepresented students are less transfer ready than other ethnic groups on campus at below 30% (the minimum threshold). Fewer articulation agreements between community college and private four-year institutions.
Effective Community Representation Strong college involvement in many community-wide partnerships/ collaborative initiatives has increased Hispanic enrollment (Hispanic Chamber of Commerce, federal Hispanic Serving Institution status, member of Southern CA Consortium of HSI's.	**Low Course Completion Rates** Basic Skills course completion rates continue to lag below the State-Wide rate, 58.5% to 62.1%, respectively. Too few students enrolled in basic skills transition to college-level courses. CCSSE results indicate Hispanic students are less likely to succeed and persist at same rate as non-Hispanic students.
INSTITUTIONAL MANAGEMENT	
STRENGTHS	**WEAKNESSES**
Strong Internal Research Capacity Provides clear direction for change to improve student outcomes/accountability. Enrollment is more reflective of demographic changes in service area.	**Inadequacy of Student Support Services** Program Review indicates inadequacy of support services for basic skills and ESL students affecting progression to college level courses. Improvements not made due to lack of funding.

Strong Planning and Effective Shared Governance Process Strong shared governance. All internal and external constituencies are provided an opportunity for input related to College programs and services.	**Few incoming students meet CSU/UC requirements** In 2010-2011, the statewide average indicated that 39.6% of graduating high school seniors met CSU/UC requirements. The Hispanic/Latino group is among the lowest prepared at 26.7%. Education planning (and/or assessment/ placement) for entering students is not uniformly effective**.**
Responsive to Data-Based Accountability Measurement of student learning outcomes and strong budget planning and reporting to meet requirements from State, District, and Accrediting agencies.	**Lack of an Integrated Learning Management System** Institutional infrastructure is underdeveloped, inefficient and fragmented. Incomplete placement strategies and data precludes timely interventions, detrimental to student achievement and time to degree.
FISCAL STABILITY	
STRENGTHS	**WEAKNESSES**
Fiscally responsible decision-making College has not relied on financial reserves to support state budget reductions, nor delayed making tough decisions.	**Revenue Loss Due to Attrition and Course Repetition** Non-completions and un-reimbursed repetitions of critical classes represent a revenue loss to the college.
Planning, evaluation and budgeting linked to planning model Budget Management process assists with reallocation of budget to accomplish College's priorities and allows for California (CA) changing economic conditions.	**Increasing Fiscal Barriers to Higher Education** Undergraduate fees for CA residents have increased nearly 50% to UC (ave: $12,000/yr) and CSU (ave: $5,000/yr) since 2008-09.
Strong Fiscal Management GWC has a long history of conservative fiscal management. College carefully monitors expenditure patterns throughout the year.	**Lack of Experienced Resource Development Effort** No Resource Development Office or person to support external funding efforts.

ii. Analysis of Significant Problems to be Addressed By Title III

GWC has identified six major obstacles that significantly impact student progress and degree completion for underprepared students. The following significant problems, detailed below, will be addressed by the proposed Title III Project.

ACADEMIC PROBLEMS	CONSEQUENCES OF NOT SOLVING PROBLEMS
1. Low Progression Rates from Basic Skills to college level math and English courses Of the students who enroll in Basic Skills,	Students who do not progress in math, reading and English will be unable to attain degree and transfer, and may drop

only 20% of English/15% of math students subsequently enrolled and succeeded in a transfer level course within 3 years.	out.
2. Low graduation and transfer rates for first time college students Fewer than half earn a certificate or degree. Total transfer enrollment from GWC to UC & CSU universities in 2008-09 was 987 of which only 162 were Hispanic (16.4%).	Disparity in degree attainment and transfer rates persists between white and non-white first time college students. Non-white students not transferring at same rate as other students.
INSTITUTIONAL MANAGEMENT PROBLEMS	**CONSEQUENCES OF NOT SOLVING PROBLEMS**
3. Unbalanced course scheduling pathways Course reductions have contributed to unbalanced course offerings in general education curriculum and unintended scheduling bottle-necks.	Increases the time it takes for students to successfully progress to degree/ certificate/transfer and presents new financial barriers leading to lower numbers of transfers/degree/certificates
4. Inadequate tracking and timely interventions Inadequate measurement of progress in basic skills, degree, transfer, progression, completion, no Early Alert trained faculty).	Timely interventions are inconsistent and student progress suffers. Students do not receive adequate and timely support toward progression or completion.
FISCAL STABILITY PROBLEMS	**CONSEQUENCES OF NOT SOLVING PROBLEMS**
5. Lack of capacity to pursue HSI external funds Limited fiscal resources impede innovation and faculty development while restricting the colleges from building its capacity to pursue and manage external resources that target HSIs.	Without strengthening the institutions' capacity to pursue external funding streams, the college will not have capacity to support faculty and programs and to invest in services critical to student success. Ability to compete for and manage grants will not improve.
6. Cost per successful completer is higher than desired Students with lower progression rates and undecided goals do not persist or graduate in a timely manner, accumulating excess units and incurring increased educational costs.	*CA Student Success Act* limits the maximum number of units completed at a community college (blocked registration). CA governor's proposed 2014 budget will shift apportionment funding to CA community colleges based on student completion vs. enrollment at census.

ACADEMIC PROBLEMS TO BE ADDRESSED BY TITLE III

Problem #1: Low Progression Rates from Basic Skills to College-Level Courses

Too few students, especially at risk students, progress from Basic Skills to college/transfer level courses. As the data presented in *Section A* illustrates, of the cohort of fall 2010 GWC students

who enrolled in Basic Skills courses, a relatively small percentage progressed to and successfully completed college transfer-level course; underrepresented students completed at a lower rate.

Changing Requirements will Exacerbate Problem-The California Board of Governors adopted new enrollment priorities in 2012. CA community college districts are now required (as of Spring 2013) to notify students that accumulating 100 degree-applicable units or being on academic or progress probation for two consecutive terms will result in the loss of enrollment priority. In Fall 2014, students who complete orientation, assessment, and have a student education plan will receive a higher priority (*Implementation of Student Success Task Force Recommendations- approved by Board of Governors, January 2012*). Since Fall 2009, all new California Community College students must now meet new Associate Degree competencies in math and English/Written Expression, which are *more rigorous* than prior standards. The higher math requirement for the Associate degree and the requirement to complete college algebra or statistics as a condition to be admitted to a UC or CSU campus has had an adverse effect on the number of under-represented and low income students that achieve their degree and/or transfer goals. State budget cuts have significantly impacted admissions for CSU's and UC's who as a result may suspend, limit or raise the GPA threshold for Transfer Admission Agreements.

***Proposed strategies*:** *Transfer pathways* to accelerate course progression and create multiple paths to completion: degree/certificate, transfer, or preparation for vocational placement; a *summer bridge program* will be provided to prospective first year students to remediate skill deficits in basic skills prior to college enrollment, and will include the use of *Open Education Resources (OER)* such as *the FLIP classroom, MOOCS* and *Kahn Academy* models. Alignment of the *Assessment, Registration, Placement* procedures for new students. *Bilingual Financial Aid Counseling* and workshops will be provided for students and parents (Spanish and Vietnamese) to complete the FAFSA online and educate families on rules and regulations (Assembly Bill

540). *Mandatory and Web-based Bilingual Orientation* will be required of all first year students, who upon completion receive priority registration.

Problem #2: Low Graduation and Transfer Rates for First Time College Students

A study (see chart to right) conducted by California State University, Sacramento (2011) found that seven of every 10 students do not complete a two-year degree or transfer to a four year institution. According to the data presented in the chart above, only 21% of African American, 23% Native American and 24% of Hispanic first time, full time students graduate from CA Community Colleges as compared to 30% of White and 38% of Asian American students. The *American Association of Community Colleges* details the success of Hispanic students in particular, "Hispanics are less likely to enroll directly in a four-year university; however, *most Hispanics will enroll in two-year Colleges*, more than any other group".[1] About 40% of Hispanic 18-24 year old college students attend 2-year institutions compared to 25% of white and black students in that age group". These data are important to GWC which transfers too few non-white students to four-year universities. **Table 1B**, (below) shows the Achievement rate for the same cohort of students. With the passage of the CA Student Success Initiative, by the time students have accumulated 30-degree-applicable units, or sooner, students at CA community colleges must decide whether

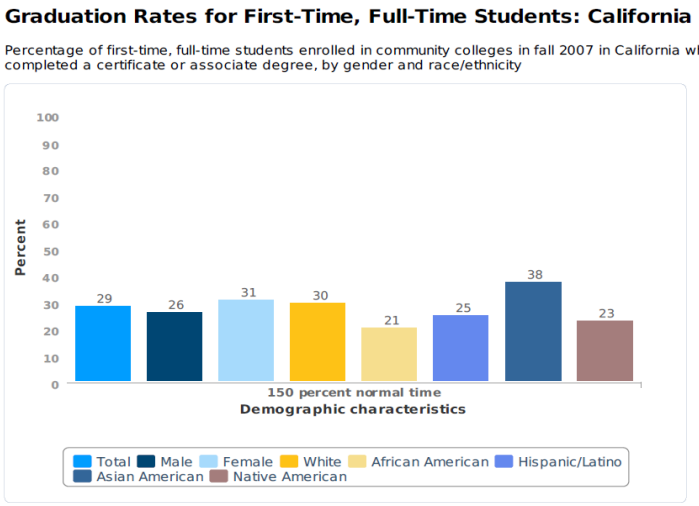


Table 1B	Student Progress and Achievement Rate
Hispanic	40.8%
Non-Hispanic	68.9%
Total	62.2%

[1] American Association of Community Colleges, 2008.

they want to transfer to a UC, CSU, or private university. If after completing an AA/AS degree, students are not accepted to a four-year university they must either stop at the two-year level or take up to a year's worth of additional courses with the hope of being accepted to their second or third choice. ***Proposed Strategies*:** Proposed strategies to increase student graduation rates are aligned with *Community College League of California* report, titled, "Commission on the Future's 2020 Vision for Student Success", and will include *mandatory orientation*/*assessments,* Interventions and support provided at structured "momentum points" along the academic pathway including *Early Alert and Electronic Ed Plans, Supplemental Instruction*; and on-line and in-person *tutoring* utilizing the functionality of *Degree Works.*

INSTITUTIONAL MANAGEMENT PROBLEMS TO BE ADDRESSED BY TITLE III

Problem #3: Unbalanced Course Scheduling Pathways

The California transfer system is the most obstructed in the nation now, according to many State and national reports (www.cccco.edu/Portals/4/TRIS/research/ARCC/xfer_cair2007.pdf). Current articulation agreements between WC, four-year universities and private colleges are inconsistent and unclear**,** creating barriers to transfer, not bridges. *IGETC–-the California State System "Inter-segmental General Education Transfer Curriculum"*-developed to promote seamless transfer, has instead become a major hindrance. Courses and assessments continue to be misaligned and confusing. The obstacles in serving transfer students are listed below.

Articulation Process	Lack of up-to-date course outlines, inefficient approval process
Transfer to Four-Year Institutions	UC/CSU process (slow, inconsistent, inadequate), UC/CSU lack of major preparation information
Transfer to Independents/Privates	Independent colleges/private universities do not use same data management system as CCCD and are not willing to develop articulate agreements.

Transfer opportunities for California community colleges are further challenged by increased demand for access to limited spaces. Almost all UC and CSU campuses are moving to Fall only

admission. Some ***CSU's and some UC's have suspended, severely limited or raised the GPA threshold for Transfer Admission Agreements***. For example, CSU trimmed its total system-wide student enrollment by 40, 000 in 2012. By the end of 2012 -2013 academic years, UCs reduced approximately 20,000 students. As a result, academic *requirements for transfer are even more stringent* than current requirements. This ***problem is exacerbated at GWC by the low completion rates in basic skills limiting progression rates into transfer level courses.*** Currently, GWC has Transfer Admission Guarantees with 7 of the UC campuses: Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. GWC *does not* have an admission guarantee with the CSU, but only with the local service area to CSU Fullerton and CSU Long Beach. Articulation agreements are initiated by the universities for private colleges. The college does not have any transfer admission guarantee, only limited articulation agreements for course-by-course transfer. ***Proposed Strategies:*** *Expand course-to-course and program articulation agreements* with in-state private and out-of-state institutions and develop admission guarantees with the CSU to increase transfer opportunities. A *Transfer Effectiveness Plan (TEP)* will be designed to include *Transfer Model Curriculum (TMC)* to promote a seamless progression along the transfer pathway; *use of assessment data* to improve educational outcomes and programs; and *curricular alignment* between high school courses and college level basic skills to better prepare students for success in college level courses. The electronic student educational plan (*Degree Works*) will be integrated with articulation data from ASSIST and the TEP, *transfer articulation pathways will be revised* to place more focus on preparation for advanced course work. *Priority Registration* will be provided in accordance with the *CA Student Success Act Initiative* for all first-time students who participate in orientation and assessment, develop an education plan, and begin addressing any basic skills deficiencies in their first year.

Problem #4 Lack of adequate tracking of student progress/inadequate timely interventions

Without access to and management of comprehensive data, student interventions are inconsistent. Lack of coordinated tracking of basic skills through progression slows timely interventions/measurement of progress. State and national accreditation bodies require colleges to collect data to track underrepresented student groups and their academic progress so that they may effectively address areas of weakness for program improvement. ***Without the capacity to adequately identify students who are at risk of not progressing, it is difficult to provide the appropriate intervention at the right time***. As a result, students who do not receive timely, accurate advisement/counseling may take classes that do not count toward their goal, which may delay their degree completion or put them at risk for academic or progress probation and ultimately increase the likelihood of dropping out. Students who take too many units risk losing financial aid eligibility ***Proposed Strategies:*** An integrated Learning Management System will improve access to online and on-campus orientation, counseling, and other services. Includes the development of an Electronic *Student Ed Plan* (SEP) and an enhanced *Student Tracking System* to enable the college to monitor and offer customized interventions and follow-up services to students at each critical point on the defined pathway to their educational goals. The functionalities of DegreeWorks, TreQ, ASSIST, TES, SARS-ALRT *(Early Alert Referral System*) will be used as described in sections above. *Faculty and staff professional development workshops* in academic and student support services will utilize professional experts to train faculty in the delivery of effective basic skills, enrollment strategies, transition support, curriculum alignment, retention, accelerated degrees, TMC's and completion support strategies, alignment of enrollment and registration procedures Workshops will include training in SI and technology and learning management systems to facilitate and support learning and success of at-risk students and to ensure significant change **in pedagogical practices**.

FISCAL STABILITY PROBLEMS TO BE ADDRESSED BY TITLE III

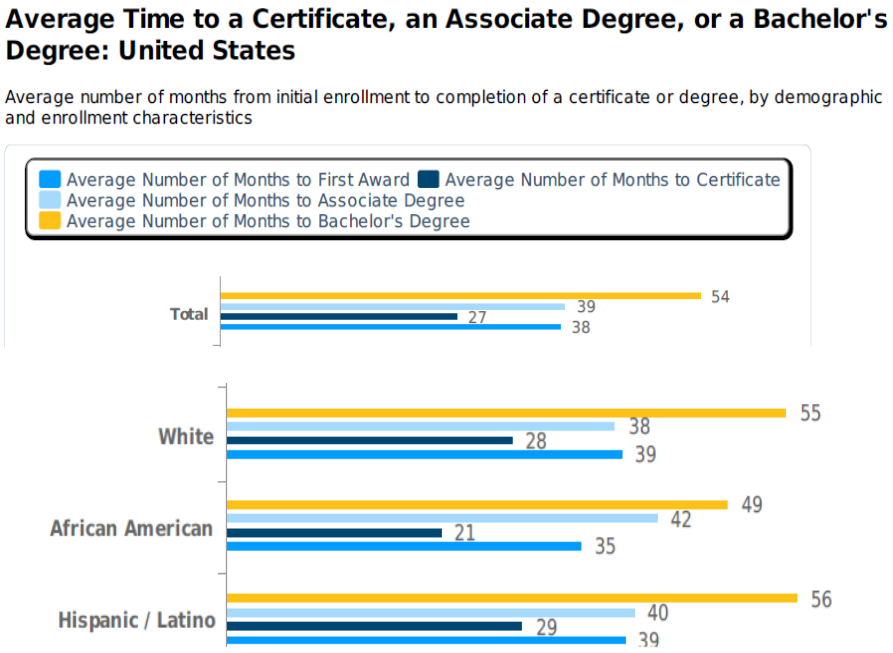
Problem # 5: Lack of Capacity to Pursue External Funds

The College does not have a grants office nor is any one person or department dedicated to the pursuit of HSI funds to support innovation. Although GWC has been creative in pursuing revenue-generating contracts and special projects, overburdened managers, faculty and staff are absorbing additional responsibilities of managing external funds without training or experience to do so. The CA State economic crisis has led to erosion of state resources. The capacity to generate external funds has become increasingly crucial to the fiscal survival of CA Community Colleges. In addition, most State grant programs targeted to community colleges have been reduced or eliminated, necessitating the development of institutional expertise to compete for funds outside of the State Chancellor's office. ***Proposed strategies*:** Strengthen external resource development capacity through broad-based training and familiarity with Hispanic Serving Institution funding agencies. Create revenue generating strategies to sustain and expand Title III new practices and improve funding allocations by developing a capacity to compete for funds from federal agencies, corporate, private/public foundation sources and develop external funding to support growth and services to improve progression rates. An endowment will also be established as part of Title III efforts to raise funds for student scholarships to help sustain the institutionalization of proposed services and programs.

Problem # 6: Cost per successful completer is higher than desired

How long it takes to complete a degree is one of the most commonly asked questions about postsecondary education (Adelman, 2006, p. 159). This measure is particularly relevant to community colleges because the longer a student is enrolled the more it costs both the students and the college in terms of direct costs and opportunity costs. U.S. community college students took an average of 27 months to earn a certificate, 39 months to earn an associate degree, and 54

months to earn a bachelor's degree. Overall, non-White and low-income students (38 months) took longer to achieve an associate degree than other students, as depicted in the chart below (http://completionarch.collegeboard.org)

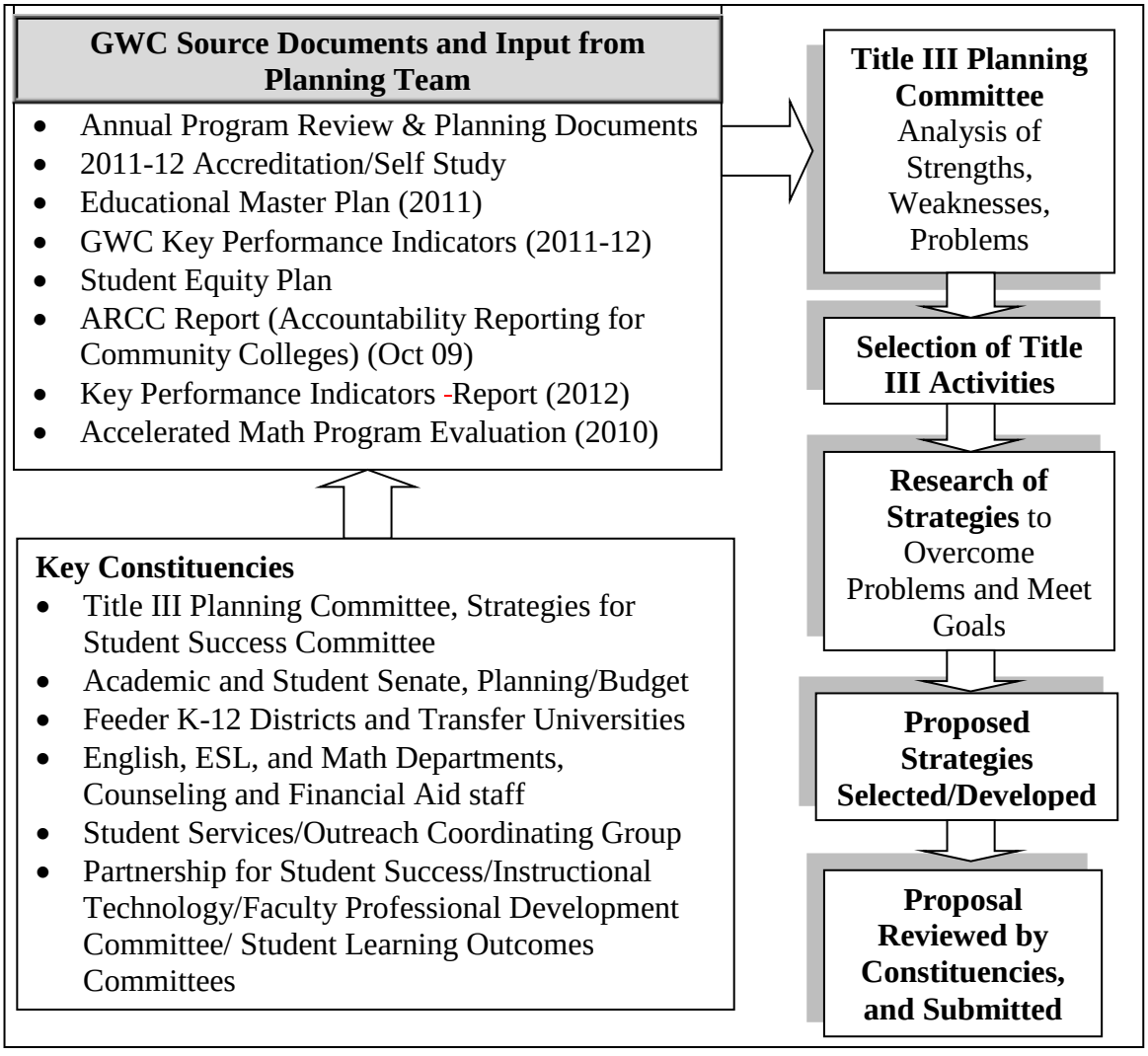


***Proposed Strategies*:** Policies governing *eligibility for the BOG Fee Waiver will be revised to be consistent with enrollment policies* designed to promote student success. CA Community Colleges do not require BOG Fee Waiver recipients to declare a goal or make satisfactory academic progress, and there is no limit to the maximum number of units covered by the award. GWC will ensure that low-income students who rely on the waiver will be provided the same level of interventions and support and held to the same standards required for all students to maintain enrollment priority. Continuing students will be advised to declare a program of study by the end of their third term before they accrue 100 or more units, not including basic skills and ESL courses. These efforts will support an increased rate of completion reducing the cost per completer. Failing to do so will threaten enrollment priority if the education plan is not followed or if students are placed on Academic Probation for two consecutive terms.

iii. Major Constituencies Involved In Analysis, Planning and Design of Project

Description of the Planning Process Discussion and planning was informed by problems and solutions identified in the recent GWC Accreditation Self Study and assisted with the identification of needs and analysis of symptoms, problems, strategies and solutions presented in the Comprehensive Development Plan that follows.

PROCESS FOR ANALYSIS & PLANNING TITLE III APPLICATION



Major Constituencies Involved in
Analysis, Meetings, Design, Writing of Title III Application

TITLE III PLANNING TEAM

- **Vice Chancellor of Educational Services and Technology, Dr.** Andreea Serban
- **President, Golden West College** Wes Bryan
- **Vice President of Instruction and Student Learning - TBD**
- **Vice President of Student and Administrative Support-** Janet Houlihan
- **Director, Enrollment Management -TBD**
- **Academic Deans, Management, Staff –** Jeff Courchaine (Dean), Al Gasparian (Dean), Susanna Castellanos-Gaona (Staff)
- **Professors and Instructors –** Gregg Carr (Faculty/Academic Senate President), Abe Tarango (English Faculty), Ryane Jones (English Faculty/Basic Skills Coordinator), Pete Bouzar (math Faculty/Department Chair)
- **Student Services Faculty/Counselors and Staff** –David Baird (Counseling Dean), Yvonne Valenzuela (Counselor)
- **Resource Development Specialist/Consultant** – Cheryl Dettrick
- **Administrative Director of Institutional Effectiveness**– Dwayne Thompson
- **External Evaluator**-Michael Guadette

iv. Five Year Plan to Improve Services to First-Year and Low Income Students

INSTITUTIONAL GOALS: The Planning Council sets the priorities sat the District level with input from a broad team of faculty, staff, community and students. GWC has a strategic plan and underwent a recent Self Study in 2011-12, which supports the District's Strategic Plan which identifies the major thrusts which underlie the goals of the Title III grant. The Title III writing committee has agreed to support the following strategic goal: **Goal 3**, (student-centered teaching and learning, from students who are under-prepared for college work to those who are able to compete at the top academic levels), **Goal 4** (effective enrollment management and providing support services to ensure that students are successful in achieving their educational goals) and **Goal 6** (campuses will advance its computing and teaching infrastructure in a way that recognizes the critical roles of information technology to the success of the college, its students, faculty, and staff) is the focus and purpose of this grant. From this, the **Title III Goals** and the **Five-Year Plan** were developed and approved by major constituencies. Based on the previously

described analysis of problems, the Title III Planning Committee agreed upon the following goals and subsequent objectives and strategies to be achieved over the next five years through the proposed Title III project. These goals are aimed directly at improving services to first year and other low income students.

TITLE III INSTITUTIONAL GOALS RELATED TO PROBLEMS ADDRESSED FIVE YEAR PLAN

The five-year goals and objectives for GWC constitute the plan to improve services to non-English speaking and low-income students.

Title III Institutional Goals *Related to Problems Addressed*	**Related Five-Year Plan (FYP) Goals**
1.Goals Related to Improved Academic Programs • Develop more effective outreach to community and K-12 to promote early readiness and clarify expectations for academic requirements and transfer pathways for degree completion. • Align all pathway courses, assessments and standards, in general education and program–specific majors. Assess student skills in technology, digital media and financial literacy skills and technology, digital media and financial literacy skills; integrate into Learning Community coursework and advising processes. • Develop integrated student services model to monitor progress toward academic goals at key transition points; provide timely interventions for at risk students.	**FYP**: Strengthen outreach strategies to non-English speaking families, students, and community; provide information on financial aid, transfer requirements and academic services. **FYP**: Improve success rates of first time students in targeted academic pathways. **FYP**: Increase course progression/degree completion and student support services.
2. Goals Related to Institutional Management. Problems • Strengthen and develop articulation agreements with four-year universities, improve assessment, tracking to monitor, intervene, increase degree/transfer goals • Develop an integrated tracking system to improve learning outcomes for certificate, degree and transfer for Hispanic and other underrepresented students. • Involve faculty/staff in professional development to promote learning/goal attainment for first time students	**FYP**: Improve tracking and faculty training in student interventions and course alignment to improve transition rates of first time basic skills students into certificate, degree and transfer programs.
3. Goals Related to Fiscal Problems • Create revenue generating strategies to sustain and expand Title III new practices and improve funding allocations. • Develop capacity to compete for external funds from	**FYP**: Develop capacity to generate external funding to enable growth and

federal, corporate, private/public foundation sources. • Develop endowment and raise external funds to support scholarships for low income students.	sustainability in programs and services.

MEASURABLE INSTITUTIONAL OBJECTIVES

Five-Year INSTITUTIONAL MEASURABLE OBJECTIVES FOR GOLDEN WEST COLLEGE	Relationship to GWC's CDP Problems and College Goals
Objective 1: By 2017, the percentage of first time students from GWC who place in transfer-level math and English courses upon entrance to the college will increase from 25% to no less than 40%. (Source: Banner Assessment)	Problems #1- 2 GWC Goals #1, #2
Objective 2: By 2017, total progression from basic skills courses through transfer level courses for the 2016-2017 cohorts will increase from 22% to 34% in English and from 11% to 27% in math (2010-2012 cohort baselines. (Source: KPI Report 2013)	Problems #1 – 2 GWC Goals #1, #2
Objective 3: By 2017, the number of first time students who complete an AA degree or certificate will increase by a minimum of 15% over Fall 2011-12 baselines (189 degrees and 208 certificates). (Source: PR Degrees & Certificates Awarded Cube)	Problems #1- 2 GWC Goal #2
Objective 4: By 2017, the number Hispanic full-time students, who transfer from GWC (128 Hispanic/661 total in 2011-12) to California State Universities, will increase by a minimum of 20% over Fall 2011-12 baselines (847) to 156. (Source: CSU Analytics Unit)	Problem #3 GWC Goal #2
Objective 5: By 2017, total external resource development capacity will increase by a minimum of 25% each year beginning in 2014 over the 2010 baseline as measured by the increase in the amount of external funding secured through grants and funds raised toward endowment.	Problem #6 GWC Goals #3, #5
Objective 6: By 2017, productivity will improve by decreasing time to degree completion by 15% for students who complete in Spring 2017.	Problem #7 GWC Goal #3

v. Institutionalization Plan

Project Designed with the Goals of Permanent Change and Reform: The Title III project is carefully designed in direct response to institutional deficiencies documented earlier in this proposal. Golden West College has chosen strategies for implementation that hold the greatest

potential to strengthen the permanent instructional and administrative infrastructure of the institutions beyond the five-year grant period. All new practices, improvements and activities to be developed as part of this Title III project are directly linked to the Colleges' Strategic Goals and Priorities and Accreditation Standards. This link further emphasizes the commitment of the College to institutional reform and to the institutionalization of strategic goals and priorities. Title III funds will help the college *develop needed intervention strategies and services and offer new accelerated academic pathways to increase progression and goal attainment*. This ***Title III project will position the college to sustain itself despite state budget cuts and recover more quickly as the economy and budget improve***. Increased enrollment growth from higher rates of progression from basic skills to college level coursework, increased persistence, completion and goal attainment will result in new FTES growth and enrollment-based revenue. According to a *Total Estimate of Costs and Downstream Revenue*, developed by the California Center for Student Success,[2] FTES revenue will offset program costs. Models reviewed in this publication show that downstream revenues far exceed the costs of running these programs.

INSTITUTIONAL COSTS POST GRANT

The Title III Planning Committee has chosen to follow a release time/replacement model for some of the staffing grant-funded positions because of the difficulty in adding new permanent positions within the District. This task was simplified by the abundance of internal expertise available within the GWC faculty and staff. This strategy will also reduce the usual lag time caused by lengthy District hiring procedures and will enable the project to start on time and for activities to begin as soon as personnel are reassigned. The college offers assurances to fully institutionalize the programs/services necessary for Title III implementation. College President,

[2] RP Group: The Research and Planning Group for CA Community College. Center for Student Success. Basic Skills as a Foundation for Student Success in CA Community College. A Tool for Estimated Costs and Downstream Revenue. Pp 139-148. Mar 2007

Mr. Wes Bryan, will ensure that changes proposed in this application are institutionalized. Post-grant institutionalization will cost $232,641 to institutionalize two key positions created and supported with Title III funds. These positions are highlighted in the table below and described in the section entitled *Title III Personnel Planned for Continuation.*

Post-Grant Institutionalization Costs	
Annual TES software maintenance fee	$5,600
Funds to hire Supplemental Instruction Tutors (35)	$39,878
Funds for stipends for faculty to participate in training institutes offered twice a year during inter-sessions	$38,000
SI Academic Pathway Counselor (1FT)	$82,988
Early Alert/SARS Specialist (.80FT)	$71,775
TOTAL	**$232,641**

Staff Training and Mainstreaming of New Courses: Over the course of the grant, 150 participating counselors, faculty, and staff will be trained to support the goals of this project. Evaluations will be ongoing so that the training is effective in creating a training ladder that can be sustained. Members of the Faculty Resource Center at the college will update training required for existing and new faculty in basic skills instruction, use of OER course design, technology, learning strategies, curricular alignment, and analyzing and using data in decision-making. **Title III Personnel Planned for Continuation**: The *duties of new key staff will shift systematically from developmental to operational over the later years of the grant*. The SI Academic Pathways Counselor and the SARS/Early Alert Specialist will be institutionalized onto the college budget by the end of the project-the Early Alert Specialist will also assume additional duties of managing the functions of the Transcript Evaluator established during the previous five years of the grant. The Project Director and full-time faculty released to work on this project will return to their original college-funded positions after the project. The Activity Coordinators will assume faculty leadership for the Transfer Effectiveness Program (TEM). Stipends to support faculty will be provided post grant to support sustainability of new

approaches and will be generated from the endowment, matching Foundation funds and Institutional Professional Development (IPD) funds (allocated annually through the district-wide budget process). The plan to phase the costs onto the college budget over five years is detailed in the Budget Narratives.

Section 2: QUALITY OF ACTIVITY OBJECTIVES

This project will have one activity.

A. MEASURABLE OBJECTIVES and PERFORMANCE INDICATORS

Five-Year INSTITUTIONAL MEASURABLE OBJECTIVES	PERFORMANCE INDICATORS	
Objective 1: By 2017, the percentage of first year college students who place in transfer-level math and English courses upon entrance to the college will increase from 25% to no less than 40%. (Source: Banner Assessment)	15% increase over the 2012 Baselines 2013 Target: 29% 2014 Target: 31% 2015 Target: 33% 2016 Target: 35% 2017 Target: 40%	
Objective 2: By 2017, total progression from basic skills courses through transfer level courses for the 2016-2017 cohorts will increase from 22% to 34% in English and from 11% to 27% in math (2010-2012 cohort baselines. (Source: KPI Report 2013)	English: 12% over the 2012 Baselines *2010 Cohort Baseline* 22% 2013 Target: 23% 2014 Target: 25% 2015 Target: 28% 2016 Target: 31% 2017 Target: 34%	Math: 16% over the 2012 Baselines *2010 Cohort Baseline* 11% 2013 Target: 13% 2014 Target: 15% 2015 Target: 19% 2016 Target: 23% 2017 Target: 27%
Objective 3: By 2017, the number of first time students who complete an AA degree or certificate will increase by a minimum of 15% over Fall 2011-12 baselines (189 degrees and 208 certificates). (Source: PR Degrees & Certificates Awarded Cube)	15% increase over the 2011-12 Baselines *2010 Baseline* 189/208 2013 Target 3% 2014 Target: 6% 195/214 2015 Target: 9% 201/221 2016 Target: 12% 213/234 2017 Target: 15% 219/241	
Objective 4: By 2017, the number of low income students who transfer from GWC (128 Hispanic/611 total in 2011-12) to California State Universities, will increase by a minimum of 20% over Fall 2011-12	2017 Target: 20% 2011-12 Baseline: 128 Sept 2013 Target 133 Sept 2014 Target 139 Sept 2015 Target 145	

baselines to 156. (Source: CSU Analytics Unit)	Sept 2016 Target 150 Sept 2017 Target 156
Objective 5: By 2017, total external resource development capacity will increase by a minimum of 25% each year beginning in 2014 over the 2010 baseline as measured by the increase in the number of grant proposals submitted by the college, and the total funds received to increase the endowment for scholarships.	An annual increase in number of grants submitted to private & public sector grant-makers compared to 2013 baseline. **Timeframes, Baselines & Targets** 2012 Baseline: 2 Sept 2013 Target 4 Sept 2014 Target 6 Sept 2015 Target 8 Sept 2016 Target 12 Sept 2017 Target 15 An increase in endowments and in major and planned gifts compared to 2013 baselines**.** *2013 Baselines*: Endowments $0 *2017 Targets:* Major and/or Planned Gifts $50,000 (will participate in Endowment Match)
Objective 6: By 2017, productivity will increase by 20% as measured by a decrease in average time to degree (5.3 years for 2011-12 cohort, to 4.3 years for the 2016-17 cohort. *(Note: productivity increase determined by dividing the amount of growth from 2012-17 by the 2012 baseline)*	*2011-12 Baseline* 5.3 Years 2013-14 Target 5.1 2014-15 Target 4.9 2015-16 Target 4.7 2016-17 Target 4.5 2017-18 Target 4.3

B. OVERVIEW OF ACTIVITY ONE

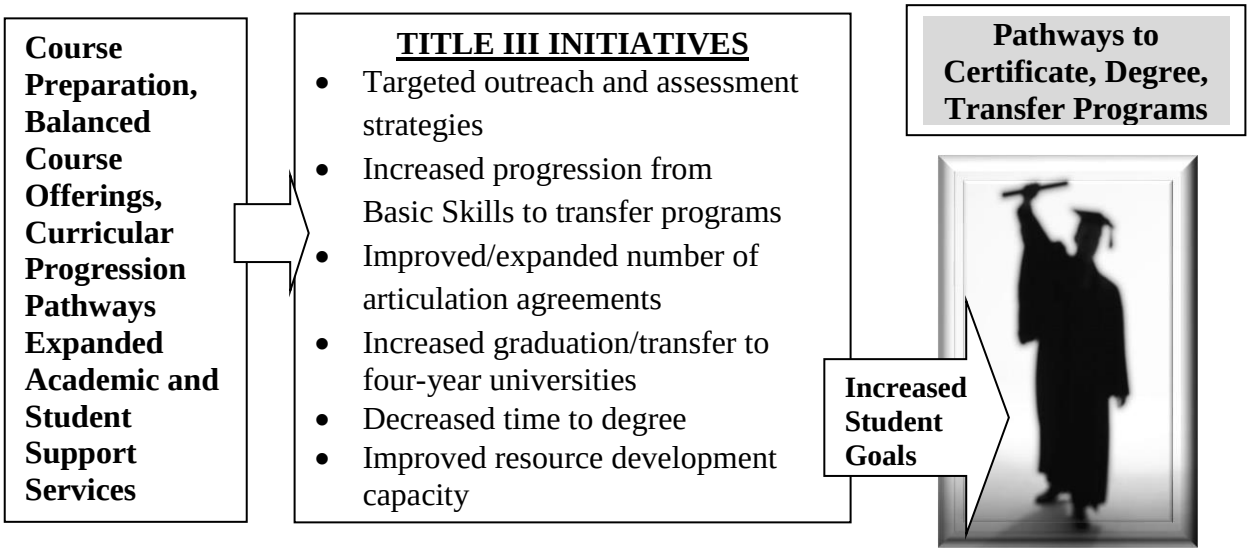
ACTIVITY OBJECTIVE: "*ACCESS 2 SUCCESS": Increasing Postsecondary Progression and Achievement*

This four-component Activity presents a coordinated and integrated plan to increase the capacity of Golden West College to meet the following **performance outcomes**: (1) Increase the percentage of incoming students who place in transfer-level math and English courses upon entrance to the college; (2) Improve progression/ bridging/transition from high school and/or basic skills to college-level programs; (3) Increase the number of at risk students who complete an AA degree or certificate; (4) Increase the percentage of students who transfer from GWC to California State Universities; (5) Strengthen the external

resource development capacity of the college as measured by the increase in the number of grant proposals submitted by the college to serve at-risk students; and (6) Increase fiscal stability and productivity as measured by a decrease in average time to degree.

ACTIVITY OVERVIEW

The following illustration demonstrates the overall intended outcomes of the activity strategies and their impact on increased course completion, degree and/or transfer attainment.



A summary of the activity components is presented below, followed by a detailed description of each.

Component One: Strategies to Improve Placement in transfer level math and English, Preparation, Curricular Alignment/Balanced Course Offerings, and Progression
• Provision of **Open Education Resources (OER)** such as **the FLIP classroom, MOOCS** and **Kahn Academy** models to assist students transitioning from high school to college, to better prepare themselves placement in transfer level courses.
• **Curriculum Alignment and Balanced Course Offerings** of the high school, basic skills, and college level curricula in mathematics and English so that students are prepared for each successive level.
• Alignment of **Assessment, Registration, Placement** procedures for new students using the **Student Orientation Assessment and Registration Program- (SOAR)**
• Streamline academic pathways (from basic skills to college/transfer level courses) using **Transfer Model Curriculum** to increase rate of **progression to course completion.**
Component 2: Strategies to Strengthen Academic and Support Services to Assist in Completion and Decrease Time to Degree

▪ **Strengthening and Expand Articulation Strategies**: Degree Works, data from ASSIST, **Transfer Effectiveness Plan (TEP)**
▪ **Integrated use of Technology**: An integrated Learning Management System will improve access to orientation and counseling. Includes the development of an Electronic *Student Ed Plan* (SEP), enhanced *Student Tracking System* and expanded functionalities of DegreeWorks, TreQ, ASSIST, TES, SARS-ALRT *(Early Alert).*
▪ **Bilingual Financial Aid Counseling and workshops**: Provide evening and Saturday informational workshops for students and parents (Spanish and Vietnamese) , includes FAFSA completion, education on changes to rules/regulations (Assembly Bill 540).
▪ **Mandatory Orientation/Counseling:** Web-based orientation; Spanish and Vietnamese outreach to families and K-12 students. Bilingual counseling.
▪ **Outreach/Recruitment and Registration**-support for non-English speaking families and incoming college students. Improve admissions/registration process for low income students
▪ **Supplemental Instruction and Online Tutoring**: Provide in-person and online/SI tutoring services in 160 identified courses as well as group and one-to-one sessions.
Component 3: Faculty/Staff Development /Data-based Decision-Making
▪ Faculty and staff training workshops provided by *One Course* will include ***academic and student support services*** **(**curriculum alignment, retention, accelerated degrees). Faculty and staff membership in *Community College Forum* will provide training in ***reengineering developmental Math***, ***Flipped classrooms***, **SI** and **technology and learning management systems and pedagogical practices.** At least 150 faculty trained by the end of year 5.
Component 4: Increasing Resource Development Capacity
▪ Increase capacity to understand, to access, apply and **secure external funding** to support at risk and low income students and programs.
▪ Establish **endowment** beginning in year one and ongoing to support scholarship support to low income students and to sustain programs and services for at risk students.

1. Strategies to Improve Preparation, and Placement in transfer level math and English, Curricular Alignment/Balanced Course Offerings, and Streamlined Progression from Basic Skills to Core Courses

- Integrate **Open Education Resources (OER)** such as ***MOOCs***, the ***FLIP classroom*** and *the* ***Kahn Academy*** models**.** This FLIP classroom course model will be piloted as part of a summer bridge program to better prepare incoming first-year college students for transfer level courses and to decrease the need for enrollment in basic skills. Many students testing into the lowest levels of math have skills deficiencies in specific areas and may not need to be enrolled in a 16-week semester course. The purpose of the summer bridge program is to assist students in need of remediating math skills, to test into and be successful in Math 010 (Elementary Algebra)

or Math 030 (Intermediate Algebra). ***The program will target two hundred (200) at- risk students who test (assess) below transfer level in English and Math 010 (Elementary Algebra).*** The **summer bridge program** will use an *accelerated plus academic support model* so the students are better prepared to enter into fall courses without the need for remediation. The program will use Open Education Resources (OER) (i.e. ***math online resources***, ***Khan Academy and the FLIP classroom model***) as well as additional academic tutorial support and SI to increase the students' math skills. The accelerated model involves a six-week program where students will be expected to participate up to four days per week, three hours per day (total of 12 hours per week). The students will be required to complete coursework in the lab or online with documentation. After completing at least 65% of the total 72 hours, the student can retest at the end of 6-week session. Seats will be held in the applicable Math classes (either 010 or 030) for the following semester for students meeting the appropriate testing level after the six week session. To determine the effectiveness of the Open Education Resources programs, a control group of 25 students will be retested and reassessed using online instruction programs to evaluate success in the subsequent courses.

- **Curriculum Alignment** College faculty will schedule discussions with high school instructors to align curriculum in Math and English, and to ensure students are prepared and are aware of the expectations of college level courses. Creating **balanced course offerings** is a high priority to maintain a proper percentage of Basic Skills, Vocational, and General Education/ Transfer course offerings and to meet the increased student demand for courses. The Instructional Planning Team (IPT) Council of Chairs and Deans, spent the past year looking at how to more efficiently schedule sections to allow students greatest access to complete degree requirements for transfer. As a result, the IPT will develop a Transfer Pathway cohort for students to ensure student's ability to graduate within four semesters after being college ready,

adjusting schedule offerings to alleviate bottlenecks in meeting general education requirements, and offering Transfer Model Curriculum to streamline course completion.

- **Improved Assessment, Registration and Placement processes** In accordance with *the CA Board of Governor's (BOG)* approved *Student Success Act* (Jan 2012) to increase the percentage of at risk and low income students from feeder high schools who have access to and enroll in college, and who are placed in the right courses based on assessment results, ***enrollment priority*** will be given to students who complete assessment and orientation, and who have developed an educational plan (Soring 2014). Currently, student placement into foundational skills sequences is based largely on standardized assessments. To better predict how students perform in those sequences (currently based largely on student achievement in high school), GWC will use a *predictive model* to improve student placement in appropriate courses. Studies such as the ones by the CA Partnership for Achieving Student Success **(Cal-PASS Plus)**, , uses the power of data to raise student achievement, close achievement gaps and increase college readiness and success across the state. Cal-PASS Plus and the CA College Research Center (CCRC) indicate that the use of information contained on high school transcripts, such as GPA, grades in math and English courses, and California Standards Test (CST) scores significantly improve current placement processes for more recent high school graduates. GWC will pilot in year 2, a *transcript analysis methodology* modeled after Cal-PASS Plus to improve placement processes, and will hire a Transcript Evaluator to assist in this process. A revision of Title 5 regulations is also in progress to implement provisions of SB 1456 requiring students to complete core services. As a result, GWC will expand its current SOAR program (**Student Orientation Assessment and Registration)** to focus on at-risk and other low-income students by providing parent and student bilingual financial aid workshops, in-person/on-line and bi-lingual counseling. Priority registration will be given to students who participate in SOAR.

- **Streamlined academic and transfer pathways** to increase progression by employing strategies to (a) achieve the 30-unit State of California benchmark toward being Transfer Ready, and to (b) complete English and Math required to achieve Transfer Ready Status at the 60 –unit benchmark. The college will integrate targeted ***Transfer Model Curricula*** (TMC) developed by the SB1440 grant-funded initiative to align curriculum pathways from high school to college. The TEP will utilize results of the Cal-PASS Plus transcript analysis methodology to reduce time to degree (*see above*). By accelerating achievement in Basic Skills courses and decreasing time to achievement of educational outcomes and/or transfer to CSU and UC, and other in-state private institutions and out-of-state colleges and universities. According to *A Matter of Degrees: Promising Practices for Community College Student Success (A First Look),* University of Texas at Austin, Community College Leadership Program, states that providing accelerated or fast-track remedial education are critical approaches that community colleges can undertake to: ***increase the number of students who graduate*** with a certificate or a degree; **decrease the time it takes to complete basic skills** courses to ***increase likelihood that students will complete a certificate, degree and/or transfer***; tightly structure a blend of credit courses enhanced with academic support to offer flexible and personalized programs to address specific skill gaps and to ensure students learn what they need.

2. Strategies to Strengthen Academic and Support Services to Assist in Completion

- **Strengthened Articulation and Transfer Strategies**: Degree Works, data from ASSIST, and the development of a Transfer Effectiveness Plan will expand and improve agreements with four-year public and private universities to increase transfer opportunities for low income students, significantly diminished due to State of CA budget problems, increased demand for access to limited spaces, increased GPA requirements and, changes in transfer

institution policies that make transfer more difficult. ***Alternative transfer opportunities with in - state independent colleges and out of state private and public universities are needed***.

Articulation is the cornerstone of transfer from a community college to four-year institutions. To ensure students take the appropriate courses to facilitate transfer, minimize time to degree and successfully progress to the four-year institution, GWC will work to expand the number of course-to-course and program articulation agreements with four-year institutions that have effective degree completion rates for underrepresented low income students. Activities will create a seamless transfer articulation pathway that places more focus on preparation for advanced course work, practice in key learning skills**.** To further increase baccalaureate achievement rates, the ***Transfer Effectiveness Plan*** (TEP) and associated ***Transfer Model Curricula (TMC)*** will enable community college students to create and follow achievable individual plans to complete pathways to the baccalaureate, with a focus on supporting students who have achieved the State of California benchmark of 30-units toward meeting the *Transfer Ready benchmark* of 60 transfer units, completion of English and Math and a 2.5 GPA. This Title III grant project will monitor progress along this pathway by providing intervention strategies in activities, courses and skill development at ***three key stages*** (transfer to a four-year institution, career technical training and employment, clarification of an educational and/or career direction) ***along clearly articulated pathways***[3] that have been defined for a beginning cohort of students with a goal of transfer, completion of degree, or similar goals. At certain junctures along the student's progression toward their stated goal, students need different types of support and advice. With the TEP, specific expectations for progress will include appropriate course choices and course sequencing and monitoring of progress at key benchmarks.

[3] In each pathway needs are defined not only in relation to the student's stated goal (transfer, degree, professional development, personal development, etc.) but also by which stage within that stated goal a student has progressed.

Interventions will be pilot tested with a cohort of students enrolled in remedial math courses and then adapted for use with students enrolled in basic skills reading (English) courses. Currently, all sections of remedial math as well as the majority of transfer level math courses use Pearson Publishers *MyMathLab* online product, a comprehensive program giving students access to the eTextbook, multimedia resources, tutoring and remediation, flexibility and immediate feedback when students work on homework assignments. In remedial math classes which have a mandatory on-campus lab component, *MyMathLab* is utilized for weekly class quizzing and testing. Due to the large class sizes in many math classes, *MyMathLab* has also been an effective tool for instructors to be able to manage and communicate with their students. However, every semester there are several technical issues with students properly registering for *MyMathLab* affecting their ability to immediately begin working toward their learning objectives. As part of this Title III project, GWC will upgrade *MyMathLab* to Pearson's *MyLabsPlus* (MyLabs+) to allow for batch registration of students and provide a more robust method of course management. The choice to use *MyLabs+* will allow this course to be adapted and used by other basic skills disciplines and implemented so that it interfaces with the college and District's systems providing more detailed analytics as needed. This information will be also be helpful to more effectively direct students in their education plans and to address remedial issues.

- **Integrated use of Technology**: An integrated *Learning Management System* will help increase student access to online resources and to help provide a broader spectrum of learning tools to accommodate individual learning styles. A *Student Tracking System* will enable the college to monitor and offer customized interventions and follow-up services to students at each critical point on the defined pathway to their educational goals by using the functionalities of DegreeWorks, TreQ, ASSIST, TES, SARS-ALRT and Banner to provide a framework for increased student engagement, increased awareness of and interaction with student support

services, and increased student success. *SARS·ALRT* is an ***Early Alert Referral System*** that helps promote student success and retention. This web-based software enables faculty and staff to identify when a student is having a problem in one or more of the following areas: academic (attendance problems, missed tests or assignments, poor test performance, poor performance on class content, or poor basic reading/writing/math skills); behavioral (poor time management, study skills, or test-taking skills); personal (financial problems, outside work conflicts, adjustment difficulties); and enrollment (never attended class or stopped attending without dropping class). SARS· ALRT integrates with the SARS·GRID scheduling and the drop-in registration system and initiate interventions; establishes popup notifications whenever student information is displayed or an appointment is made for a student; tracks referrals of early alert recommendations; and sends a text message to students notifying them of an Early Alert. An *Electronic Education Plan* will help students select the right courses to reach their academic goals and understand course requirements about transferrable units. The College will complete the integration of Degree Works with the Banner Student Information System to allow students to build course plans and to ensure students fulfill the desired transfer/ degree requirements.

Software Systems Integrated for Student Services

Student Pathways Tracking System	Build	Monitors student progress towards individualized goals and transition points; provides communications points for intervention.
Argos	Existing	Report creation and delivery system
Banner	Existing	Student Information System
SARS ALRT	Purchase	Early Alert System
SARS GRID	Purchase	Student Counseling Appointment Request Tracking System
ASSIST	Purchase	Used by advisors and students to plan preparatory courses for the desired Major.
Decision Support, Dashboard System	Build	Develop integrated reporting, analytics, dashboard structures to build Student Pathways Tracking System.
DegreeWorks	Existing	Electronic Education Plan software to plan courses that lead to desired degree/transfer outcomes. Built-in

		Banner integration.
TES	Purchase	Transfer Evaluation System. Inter-institution course database and cross-reference; course articulation.
TreQ	Purchase	Transfer Articulation software. Evaluates Golden West College (GWC) and non-GWC course equivalencies.

- **Bilingual Financial Aid Counseling and Workshops**: Provide evening and Saturday informational workshops for students and parents to teach families of at risk and underrepresented students, how to complete the FAFSA online as well as to educate families on changes to rules and regulations through various financial aid programs including Assembly Bill 540. Additional financial aid workshops will include: Student Academic Progress, Dream Act, FAFSA and Financial Aid timelines. GWC will offer *scholarships and tuition incentives* made available by the District Foundation in cooperation with Counseling and Financial Aid offices. Golden West College will set aside up to 20% of its annual Title III grant funds towards the ***establishment of an endowment*** and the Foundation will set aside 20% of its annual GALA proceeds as match, to support scholarships for low income students.
- **Intensive Online Orientation/ Counseling:** Due to changes resulting from the *California Student Success Act* of 2012 (SB1456), ***mandatory orientation*** will be required of all first time students upon admission. Current content will be translated and provided in three languages: English, Spanish, and Vietnamese, will be closed-captioned to meet ADA regulations, and will include a parent component highlighting the value of a college degree, educational costs and financial assistance programs. **Mandatory Orientation** will be offered via *MyGWC.com*. and will be integrated with *MySites* and the *DegreeWorks* audit programs.
- **Online Tutoring**: Provide enhanced in-person and online tutoring services in a total of ***175 identified courses by the end of year 5***, as well as group and one-to-one sessions. *Online tutoring*, will integrate *Smarthinking* and *Net Tutor* software programs to provide services to

students at GWC, 24/7 in their first year of college. Students and faculty may request an online tutor be hired for their class. Funding will be set aside to hire and train student tutors who have taken the class and have pursued higher level educational goals. Student usage reports are provided and access can be tailored to meet the needs of the college.

- **Supplemental Instruction:** A *Supplemental Instruction Assistance (SIA) Program* is proposed to assist students in large class enrolled sections. At GWC all sections of remedial math lecture class and almost 50% of the transfer level math lectures are large class factor (LCF) meaning they have enrollments of at least 55 students, with many enrollments close to 90 students each. Many of the students fall through the cracks and perform at below satisfactory levels leading them to either withdraw from the class or receive a non-passing grade. The Math Department will incorporate Supplemental Instruction (SI) sessions to provide students in eight (8) sections of math with the extra assistance to increase retention and success. SI will be provided 2hrs a week x 8-10 sections of Math 10 and Math 30 x 16 weeks (32 hrs) per instructor per semester and extended to include Reading (English) over the five year period. ***A total of 320 hours of SI tutoring will be provided to at least 100 sections of basic skills Math and English by the end of the project period***. The SI sessions will be conducted by SI trained faculty in collaboration with the course instructor and will be trained in: weekly group tutoring sessions, test review sessions and online tutoring; lecture material; Blackboard; course requirements; monitor student progress and meet with instructor regarding at-risk students; provide analysis and substantive critique of student performance; and calling/emailing at risk students.

3. Faculty and Staff Professional Development

GWC will work with ***On Course*** to provide faculty, counselors and staff development opportunities both on and off site to improve student success and retention. Facilitated since

1996 by Skip Downing , an international consultant in the field of faculty development and student success strategies and the author of *On Course: Strategies for Creating Success in College and in Life* (*http://www.oncourseworkshop.com/On Campus%20Faculty%20Development.htm*), workshops present and model the best of learner-centered educational practices. The desired outcome of these events is greater student engagement, improved academic success, and increased retention. In *Year one*, selected staff from Counseling, Advisement, Admissions and Registration will participate in the *On Course Workshop for Front Line Staff*, a 1-day workshop held in San Francisco during the summer to help front line staff realize their essential role in creating a culture of student success and increasing retention. In *Years 2 and 3*, SI faculty and student tutors, and staff from the Student Learning Centers will participate in the workshops. In *Years 4 and 5*, SI instructors and faculty who have completed the *Introductory Workshops* will participate in the *Signature and Specialty Workshops*. Strategies learned will strengthen faculty knowledge of ***basic skills instruction***, and delivery of ***academic and student support services*** that facilitate and support learning and success of at-risk students. The college will also train faculty through the ***Community College Forum*** workshops and webinars, including: "*Reengineering Developmental Math", "Maximizing Return from Flipped Classrooms" and "Accelerating Student Success through Personalized Pathways"*. Each year, at least 30 faculty, counselors and student services faculty and staff involved in the *Access 2 Success* Title III project, will be required to complete at least three (3) one-day *On Course* workshops (total of 24 hours) or *Community College Forum* webinars offered during the summer and winter-intersession. ***least 150 Faculty and staff will complete the required training by the end of year 5*** and will then assist in the development and pilot testing of a sustainable faculty/staff development curriculum that will continue to be offered after the grant ends to ensure complete institutionalization of the practices and strategies piloted under this grant.

4. Increasing Resource Development Capacity to Serve Low-Income Students

Enhance external resource development capacity through broad-based training and exposure to policies, cycles, and application regulations of funding agencies that target low income students. Strategies proposed for development of internal expertise on funding from federal agencies, corporation, and private foundation include gathering funding guidelines, researching model projects, visiting funding agencies, training opportunities and technical assistance workshops, and grant research supplies/subscriptions. ***GWC is not asking the Title III program to provide funding to write grants or prepare applications; it is asking for expertise and training to increase the institution's capabilities to compete successfully for funds that target at risk student populations.*** In *Year 1*, the college will hire a contractual Resource Development Specialist (RDS) to understand funding resources and how to build capacity. The RDS will attend the **CRD National Conference**- the highest profile event in community college resource development and the **Federal Funding Task Force** in November 2013 in Washington, DC. In *Years 2-3*, the RDS will establish networks with the American Association of Grants Professionals (AAGP). In *Years 3 and 4*, the focus will be on ***training and research,*** attending technical workshops and bidder's conferences relevant to new programming and funding for low income and at risk students. In *Years 4 and 5*, emphasis will focus on developing links to institutional research and planning and to ***institutionalize Resource Development capacity.***

Section 3: ACTIVITY IMPLEMENTATION TIMETABLE (Form 851S-3)

A. IMPLEMENTATION STRATEGY AND TIMETABLE (5 years)

Tasks	Responsible Personnel	Methods/Process	Measurable Outcomes	Time Frame
General Title III Start-up Tasks *(year one only)*				
Grant Award/Start-up; formalize initial operational structure	Assistant Superintendent/ President	Announcements made via appropriate internal governance structures; external media releases.	Internal and external constituencies at college informed. Maximized collaboration and productivity.	10/13-11/13
Reassign personnel and recruit and hire grant-funded project staff and replacements as needed. Secure services of consultants and contracted personnel.	Title III Dir (PD), Activ Coords (ACs), HR Director	Review job descriptions, post positions, identify hiring committee, interview and hire following project staff: *Project Director* (.75 FTE); *PT Staff Assistant* (0.5 FTE); *Activity Coordinators* (2@ .25 FTE); *SI Academic Advisor* (.50 FTE); *Transcript Evaluator* (hourly); *SARS/Early Alert Specialist* Hire, establish baselines for RDS and IT.	Project Director hired within first month of project period. All others hired within first four months of award. Qualified staff and replacements ensure continued operations; no supplanting. Consultants understand roles; schedules in place.	10/13 2/13
Identify and convene Title III Coordinating Committee and Taskforces	Project Director (PD) VPs, GWC President	Identify key positions to be invited, establish outcomes for steering committee. Create taskforce teams: Transfer; Student Education Plan; Faculty Development;	Steering committee members and Taskforce team members identified, meeting dates set and agenda posted.	10/13-11/13
Identify members of Evaluation Team (ET); select/hire External Evaluator	PD, ACs, President, VPs, IR, Dir. Enrollment Mgt	Formalize committee responsibilities; hire evaluator. Identify key data areas and collection points. Develop key milestones, reports and timelines.	Contract with evaluator includes formative evaluation and measureable outcomes; Refine evaluation plan for project and finalize baseline data.	10/13-1/14

KEY: Vice Presidents (**VP**), Project Director (**PD**), Activity Coordinators (**AC**), Outreach/Financial Aid Counselor (**O-FA**), SARS/Early Alert (**SEA**), Transcript Evaluator (**TE**), Supplemental Instruction (**SI**), External Evaluator (**EE**), Resource Development Specialist (**RDS**), Institutional Research (**IR**), Director of Enrollment Management (**EM**), Title III Coordinating Committee (**T3C**)

Tasks	Responsible Personnel	Methods/Process	Measurable Outcomes	Time Frame
Repeating Annual Title III Tasks				
Develop detailed Annual Plan, Purchasing, Issuing of Contracts/Consultant	VP, PD, ACs, T3C, EE. Accounting and Purchasing	Title III Access 2 Success Committee meets to develop and confirm the detailed Annual Plan. All district, state, federal policies will be followed.	Work Groups formed for the A2S. Documentation for purchases; district & federal guidelines met.	11/13-8/18
Establish endowment	PD, T3C	Raise funds to establish an endowment.	Endowment fund established and phased in each year.	11/13-9/14
Record-keeping, Federal Reports, Summative/formative evaluation of Activity	PD, ACs, IR. EE	Summative review of impact of all project activities/goals of the CDP. Collect and report necessary data to analyze progress/make recommendations to T3C and GWC president.	Monthly T&E, Monthly Progress Year 1: Interim Progress Report; Years 2-4 Annual PR; Year 5 Final APR. All reports follow evaluation and Strategic Plan.	11/13-8/18
Recruitment of students into the summer bridge program	AC, EM,O-FA, faculty	Implement, evaluate, revise plan to recruit students in into the summer bridge program to achieve the following minimum targets: Year 1: 150 students Year 2: 400 students/Year 3: 700 students/Year 4: 1,000 students/Year 5: 1,500 students enrolled in summer bridge.	A targeted number of students complete the summer bridge program prior to enrollment in GWC.	11/13-9/18
Train faculty on effective instructional strategies for promoting student learning and achievement	PD, Dean, Educational Technologies, Faculty	Offer training for a minimum of 80 faculty per year on effective instructional strategies for promoting student learning and achievement, with a particular focus on methods that meet the needs of under-prepared and second language students.	The training will result in effective applications of technology and digital media into classroom instruction.	1/14-9/18

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Tasks	Responsible Personnel	Methods/Process	Measurable Outcomes	Time Frame
YEAR 1				
Map curriculum outcomes/pathways for Transfer Effectiveness Program	T3C, PD, ACs, F, EM, TE	Identify curriculum outcomes for high school transfer, basic skills, and entry level college English and Math. Transfer Model Curriculum identified.	Recommendations regarding curricular alignment made by high schools and colleges.	10/13-1/14
Design summer bridge course offerings and select OER to increase student readiness	PD, ACs, F, EM with high school faculty.	Faculty and staff design and pilot test summer academic bridge programs for 150 (cohort) of students who are not college ready in Math and English.	New programs and services in place; new OER approaches pilot tested. At least 150 of in-coming students complete summer bridge program.	11/13-8/18
Train faculty on effective instructional strategies for promoting student learning and success; train SI leaders	PD, Dean, Educational Technologies, Faculty	Offer staff development and training workshops for a minimum of 80 faculty/ year. SI leaders trained and SI faculty identified. Purchase software, integrate technology and inform students of the opportunities.	Participation of at least 80% of the full-time and part-time faculty in staff development workshops. Developmental advising and use of OER in summer bridge program, basic skills/college level courses.	1/14-9/18
Establish endowment with initial funds raised	GWC Foundation, T3C	Raise funds to support endowment fund to support scholarships ad program sustainability. GWC Foundation sets up management of endowment fund.	Endowment fund established and managed by GWC Foundation.	11/13-9/14
Compile/analyze student progression and retention	IR; T3C; EE; VP,	Detailed analysis of student progress toward the attainment of educational goals compared to non-A2S students in need of basic skills.	Data for planning, decision-making. Progression toward degree completion increases.	10/13-9/18
RDS establishes funding networks	RDS, AC, PD	RDS will attend the CRD National Conference and the Federal Funding Task Force in November 2014 in Washington, DC.	College begins to understand funding resources and how to build capacity to apply for/secure external funds.	9/13-1/14

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Tasks	Responsible Personnel	Methods/Process	Measurable Outcomes	Time Frame
YEAR 2				
Implement Transfer Effectiveness Program from Yr. 1	VP, ACs, T3/, Transfer Committees, TE, F, Staff.	Implement Transfer Model Curriculum (TMC) developed in Year 1 as part of the Transfer Effectiveness Plan and pathways. Advise students on course sequencing and transfer requirements. Enroll at least 80% of students (120) who completed summer bridge in year 1.	Accelerated degree options available to students. Educational Plans include TMC pathways. At least 120 students enrolled in TEP. Cohort established for pathway. Second cohort of 400 incoming students enrolled in summer bridge program.	7/14-6/15
Increase articulation agreements with four-year universities.	VP, ACs, O-FA, TE, Transfer Center staff,	Contact California and out of state public and private universities to develop articulation agreements with the college.	Promote transfer opportunities to the college's students.	1/14-9/18
Integrate Degree Works with articulation data	SEA, E,, Counseling, TE, ACs, IR	Hire consultant to help integrate Degree Works with articulation data from ASSIST using E-Transcripts. Complete a transcript analysis methodology.	Articulation data from ASSIST and E-transcripts is integrated into Electronic student educational plans (Degree Works).	8/14-12/14
Implement tutoring and supplemental instructional assistance	PD, ACs, F, IT staff, SI tutors, SI Coordinator	Schedule SI tutoring in eight (8) sections of basic skills courses in Math and English (Reading). Assign student tutors.	Improved student outcomes as result of SI tutoring as compared to students not receiving SI.	1/14 – 9/18
Create uniform admissions and enrollment procedures	Admissions, O-FA, VP of Instruction, TE	Develop advising/assessment plan and new online student orientation. Design uniform processes for application, enrollment, sharing student outcome data.	Finalized curriculum, co-curricular activities, and implementation plan for improved Orientation and TEP.	1/15-8/15
Resource Development Specialist establishes funding networks.	RDS, PD, IR	Networks created with professional funding networks (American Association of Grants Professionals and Council for Resource Development).	Increased capacity and access to external funding sources established. Participation in CRD and funding listserve.	9/15-8/16

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Tasks	Responsible Personnel	Methods/Process	Measurable Outcomes	Time Frame
YEARS 3 and 4				
Expand tutoring and supplemental instructional support to additional course sections	PD, ACs, F, IT staff, SI tutors, SI Coordinator	Expand MyMath+ software to include Reading. Expand SI tutoring to 2hrs a week x 8-10 sections (Math 10/30 x 16 weeks (32 hrs) per instructor/semester. Offer same sections in and English (Reading) by end of Year 4. Assign tutors to additional course sections.	Improved student outcomes as result of SI tutoring as compared to students not receiving SI. Results of math and reading software show improved success in courses.	1/15 – 9/17
Create data reports for use in institutional decision-making,	PD, ACs, IR, consultants	Data reports created for Title III progress monitoring and reporting, and training module for faculty and staff. Data analyzed and consolidated.	Results documented; decisions informed by data that has been analyzed; formative and summative evaluation complete.	9/15-12/17
Enroll second and third cohort of summer bridge completers into Transfer Effectiveness Pathway (TEP)	Faculty, PD, IR, T3C, TEP	At least 80% (320) of cohort of 400 students (year 2) and 640 of the 700 students (year 3) who completed summer bridge, will enroll in and complete orientation for college level TMC.	At least 960 new students will receive admission and orientation information on enrollment in college. At least 80% will enroll in TMC pathway of study by end of year 4.	8/15-7/17
Scholarships created for TEM completers who are transfer eligible	RDS, Foundation staff, PD, T3C	Increased number of students who can afford college and who are eligible for transfer to four-year universities.	The number of low income students who are eligible to transfer by the end of year 5, will increase by 20% over year one baselines.	8/15-8/17

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Tasks	Responsible Personnel	Methods/Process	Measurable Outcomes	Time Frame
YEAR 5				
Assess success of mandatory orientation and priority registration programs	PD, EM, VPs, IR, EE	Mandatory Orientation approved for full integration. First time students have met with an advisor, enrollment in correct courses as related to program choice improves	Campus policy change mandating orientation. Qualitative feedback from faculty and staff regarding success of summer bridge on enrollment and placement in transfer level courses.	8/17-9/18
Determine the effectiveness of Open Education Resources/summer bridge program.	T3C, EA, EM, TE, faculty, IR, EE	Retest and reassess control group of 25 students who enrolled in OER summer bridge courses in years 2-4.	Percentage of first year college students who place in transfer-level math and English courses will increase from 25% to no less than 40%. (Source: Banner Assessment)	8/16-9/17
Expand tutoring/SI to improve placement rates in transfer level courses.	SI, EA, EM, ACs, IR, EE	Provide in-person and online tutoring/SI services in at least 160 identified courses. Determine effectiveness of services on increased progression rates from basic skills through transfer courses.	Total progression rates for the 2016-2017 cohorts will increase from 22% to 34% in English and from 11% to 27% in math (2010-2012 cohort baselines. (Source: KPI Report 2013)	10/16-9/17
Enroll fourth cohort of students in Transfer Effectiveness Program (TEP)	C, Faculty, PD, IR, T3C, TEP	Up to1500 students complete summer bridge program in year five and at least 80% (1,200) provided orientation and assessment for placement in transfer level courses upon enrollment in college.	Increased likelihood of success in transfer level courses (40% by end of year 5) and increased rate of progression (34% in English and 27% in math) by end of year 5.	10/16-9/17
Summative Evaluation of project strategies	PD, External Evaluator	Collect data necessary to analyze project impact of TEP, SI, faculty development, Resource Development	Final Report submitted to GWC Leadership for analysis Final Report submitted to DOE.	9/17-9/18

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B. RATIONALE FOR IMPLEMENTATION STRATEGIES

The rationale for the Implementation Strategies is based upon *evidence-based programs* and initiatives from the academic field, faculty and staff feedback, and internal student outcomes data. Through the strategic planning process and analysis of student outcomes, GWC identified specific weaknesses impacting student progression to graduation with a degree or successful transfer to a university. The project's key, overall goal originated from this process and targets these weaknesses, which are described in greater detail in the CDP. The Implementation Strategies also incorporate the establishment of an *endowment fund* to support the *Access 2 Success* activities beyond the grant period. A Title III Coordination Committee comprised of key project leadership will be formed to monitor and guide the Implementation Strategy. Three (3) focused taskforces will guide specific activities with the appropriate expertise and authority. Below is the proposed Title III Coordination Committee.

<table>
<tr><th>Title III Steering Committee</th><th>Taskforce-Summer Bridge Program</th></tr>
<tr><td rowspan="2">President Golden West College
VP of Instruction/Student Learning (Co-Chair)
Project Director (Co-Chair)
Vice President, Student/Admin. Support
Director of Enrollment Management
Admin. Director of Institutional Effectiveness
Dean of Counseling and Social Sciences
Co- Activity Directors (Math and English)
Academic and Student Services Deans
Director of Faculty Development
Foundation Director
Business and Fiscal Services
AVP of Career and Workforce Education</td><td>Director of Advisement (Chair)
Project Director
Director of Curriculum & Articulation
VP of Instruction and Student Learning
Director of Enrollment Management
Dean of Counseling and Social Sciences
Representative from Registrar's Office
Outreach/Financial Aid Counselor
Transcript Evaluators</td></tr>
<tr><td>Taskforce-Faculty Development
Project Director (Chair)
Vice President Student/Administrative Support
Admin. Director of Institutional Effectiveness
Faculty/Student Representatives
Director of Faculty Development</td></tr>
<tr><th colspan="2">Proposed Steering Committee and Taskforce members</th></tr>
<tr><th colspan="2">Taskforce-Internal Evaluation Process</th></tr>
<tr><td colspan="2">External Evaluator (Chair), Project Director
Admin. Dir. of Institutional Effectiveness, Project Director,
Activity Coordinators</td></tr>
</table>

RESPONSE TO THE COMPETITIVE PRIORITIES

The "Access 2 Success" project meets both Competitive Preference Priorities*: Increasing Postsecondary Success: College Completion* by proposing activities to increase the number of high-need students who progress to complete college; and *Improving Productivity* by implementing an intensive learning management system and by introducing the use of open educational resources in the summer bridge program. The project is modeled after the successful and nationally recognized ***Completion by Design*** initiative funded by the Bill & Melinda Gates Foundation which focuses on four phases of student success: ***Connection; Entry; Progress; and Completion*** (*Completion by Design 2012*). The GWC Title III *Access 2 Success* project builds upon this model of structured student pathways, and intensive support. GWC also conducted extensive research on the works of *Skip Downing* and *Vincent Tinto* who influenced the First Year Experiences[4] to assess and evaluate the effectiveness of these chosen strategies. Even though ***all proposed strategies and interventions to increase readiness, success, progression and degree-completion for low-income community college students will improve postsecondary success,*** the following three (3) priority strategies are supported soundly on research about *what works* for community college students. The following research-based evidence supports three (3) priority strategies: ***Assessment and Placement; Advising and Orientation; and Improved Transfer and Articulation***. To **validate the selection** of these strategies, two (2) sources of ***strong or moderate research evidence*** is described below for each strategy.

<u>Component 1</u>: Strategies to Improve Placement, Preparation, Curricular Alignment/Balanced Course Offerings, and Streamlined Progression from Basic Skills to Core Courses

1. ASSESSMENT AND PLACEMENT

[4] **Bridges to student success : exemplary programs, 2003 / National Association of Student Personnel Administrators and National Council on Student Development**

Research compiled by the *Completion by Design* study found that students who meet core course admissions requirements are far more likely to graduate within six years than are transfer students with a deficiency in core requirements (Belieu 2010***). In a randomized controlled trial*** (as such it could potentially *meet WWC evidence standards without reservations),* ***"Expanding College Opportunities for High-Achieving, Low Income Students",*** the study examined the effects of providing low-income, high-achieving high school seniors with college application guidance and information about the costs of college. The *application guidance* included information about deadlines and requirements for college applications, and the *information about the costs of college* allowed students to see the amount spent on instruction, the list price of attendance, and net costs of attendance for different colleges and universities. Students (*n* = 12,000) were randomly assigned to either receive guidance and information packets by mail or not. The study reported that the intervention increased the percentage of students who: (a) applied to a selective institution (from 55% to 67%), (b) were admitted to a selective institution (from 30% to 39%), and (c) enrolled in a selective institution (from 29% to 34%). Students in the intervention group also completed more admissions applications, and were admitted to more colleges, than students in the comparison group. All of these differences were statistically significant. An ***experimental design evaluation of eight summer bridge programs*** (n=2,600) in Texas, which provide intensive, accelerated instruction typically during the summer between high school and college, found evidence that participating (*control group*) students were more likely to pass college-level courses in math and writing in the fall semester after involvement than their peers who did not participate (Wathington et al. 2011). GWC also conducted research on the utility of *standardized assessments* and high school grades in predicting student performance, revealing a lack of alignment between how students are placed into foundational skills sequences (largely standardized assessments) and what predicts how students perform in

those sequences (largely student achievement in high school). Predictive models suggest the potential to place more students at levels appropriate to their level of skill and motivation without adversely affecting success rates while also decreasing time to achievement of educational outcomes. Moreover, where methods of placement disagree, students placed using predictive models (but not standardized assessment) perform better than those placed using standardized assessment (but not predictive models).

Component 2: Strategies to Strengthen Academic and Support Services to Assist in Completion and Decrease Time to Degree

2. ADVISING AND ORIENTATION

A study supporting *mandatory orientation/transition program* was conducted at Columbia Basin College as part of the *First Year Introduction program* (FYI). The ultimate goal was to improve retention and persistence of all student populations and work towards degree completion. This program consisted of mandatory three-hour daily activities lasting a period of one week beginning with the 2010 fiscal year, ending with the 2010-11 fiscal year for all incoming freshmen. CCRC research suggests that students who enroll in student success courses during the first semester of college are more likely to earn college credits in the first year and to persist to a second year (Cho & Karp 2012). Although the *First-Year Introduction* program showed evidence of retention increase among Hispanic students, this *WWC assessment of this study* lacks the inclusion of other underrepresented ethnic groups (*therefore* ***meets WWC evidence standards with reservations***), college preparation barriers, economic challenges that students might face, as well as the importance of the inclusion of family workshops to increase awareness among parents and to provide tools on how to support the student. A second ***quasi-experimental research study on the validity of SI*** conducted by the University of Missouri-Kansas City used standard statistical method to analyze the data for comparing two subgroup of students: those

enrolled at the University of Missouri-Kansas City and students enrolled at institutions at other locations in the U.S., and compared performance of the voluntary treatment group (SI Participants) with the control group (Non-SI Participants). Longitudinal research studies suggest that SI increases both re-enrollment and graduation rates and illustrates the use of SI to increase enrollment and revenue as related to increased persistence rates and decreased time to completion (http://www.weber.edu/SupplementalInstruction/SI/siresearch.html). More than 1,500 individuals have been trained as SI supervisors since 1982. The average number of SI targeted classes on each campus is 15.The research does not meet the standards for true experimental design, (*therefore* ***meets WWC evidence standards with reservations***), but results have been replicated across many institutions. The number of students impacted by the SI program nationally each semester is approximately 300,000.

3. IMPROVED TRANSFER, ARTICULATION, AND FINANCIAL AID

Modeled after the notable *What Works Clearinghouse* ***Upward Bound*** program- a long-standing federal program designed to assist low-income students in preparing for, enrolling in, and succeeding in college, academic courses are offered throughout the school year and during an intensive six-week summer session often held on a college campus. Other program services include tutoring, preparation for college entrance exams, extracurricular activities, college tours, and financial aid workshops. ***Three reports cover the evaluation of Upward Bound and include a nationally representative sample of projects***. At each site, applicants were ***randomly assigned*** to the program or to a control group, and the most recent follow-up study measured impacts seven to nine years after the expected date of high school graduation. This study reports no statistically significant impacts on financial aid receipt, college enrollment, college selectivity, or number of college credits earned. *The program* ***(based on moderate evidence without reservations)*** *is found to increase the rate of postsecondary enrollment and the likelihood of*

receiving a degree, license, or certificate among students with lower educational expectations. Finally, by increasing *families' financial awareness,* and helping students apply for financial aid, the *financial assistance application rate and the college enrollment rate increases.* Two programs with ***studies meeting standards with reservations*** *informed students about financial aid opportunities and provided hands-on assistance in completing financial aid applications* (F*AFSA Experiment—Bettinger et al. (2009); Talent Search—Constantine et al. (2006), IES, What Works Clearinghouse*). Both of these programs had a positive impact on financial aid application and college enrollment. The panel judged the ***level of evidence for this recommendation as moderate*** because there is evidence that the recommended practices do lead to increased college affordability and enrollment. The types of practices recommended by the panel formed a major part of Talent Search and the FAFSA Experiment, and both had a significant impact on application for financial aid and college enrollment.

This in-depth research and analysis helped the Title III Planning Team reach consensus and select the most effective strategies and approaches for the activities presented in this proposal.

Section 4 – QUALITY OF KEY PERSONNEL

A. Quality of the Project Director The faculty appointed position of Project Director will be directly responsible for the management of the budget, hiring, overall supervision of the project and personnel, communication of the project objectives, implementation oversight of the activities and internal evaluation support of the project. This role demands administrative experience and an understanding of how to direct complex projects. Mr. David Baird will be appointed Project Director having served as both a faculty member and the Dean of Counseling for the past sixteen years. Mr. Baird will be reassigned 75% time as the Project Director (PD); a Staff Assistant (50%) will provide support in grant management, budgeting, and time and effort reporting. The PD will appoint faculty, managers, staff and students in leadership roles to serve

on the Title III Coordination Committee and will report directly to the President of the College, Dr. Wes Bryan. **Quality of Key Project Personnel** Key personnel for this complex project have been chosen for their outstanding leadership in their respective fields. Each has advanced degrees and extensive experience in basic skills and core skills which has put them in leadership positions at GWC and on the forefront in innovative program design. Each of the two (2) *Activity Coordinators* (AC) will be reassigned (25% FT) from their respective faculty positions in math and basic skills, will implement core components of project, oversee SI and tutorial staff and recruit students into the Title III project. The AC's will facilitate the design and delivery of the project activities, and coordinate the efforts of the staff and faculty who will design, deliver and monitor the proposed strategies. A *Transcript Evaluator* will work to improve assessment and placement strategies and to enhance articulation and transfer efforts. An *Early Alert/SARS Specialist* will ensure the implementation of intensified college advising and mandatory orientation, and data systems use. A bilingual *Outreach and Financial Aid Counselor* will provide financial aid workshops to parents and students and assist with admissions, registration and orientation of new students. An *SI Academic Pathway Coordinator* (50% FT) will oversee the summer bridge program, the training and placement of tutors and faculty SI instructors.

B. Experience and Time Commitment

The qualifications and the job descriptions for these and other positions can be found in the *Activity Budget Narrative section* and on the *Budget Detail form.*

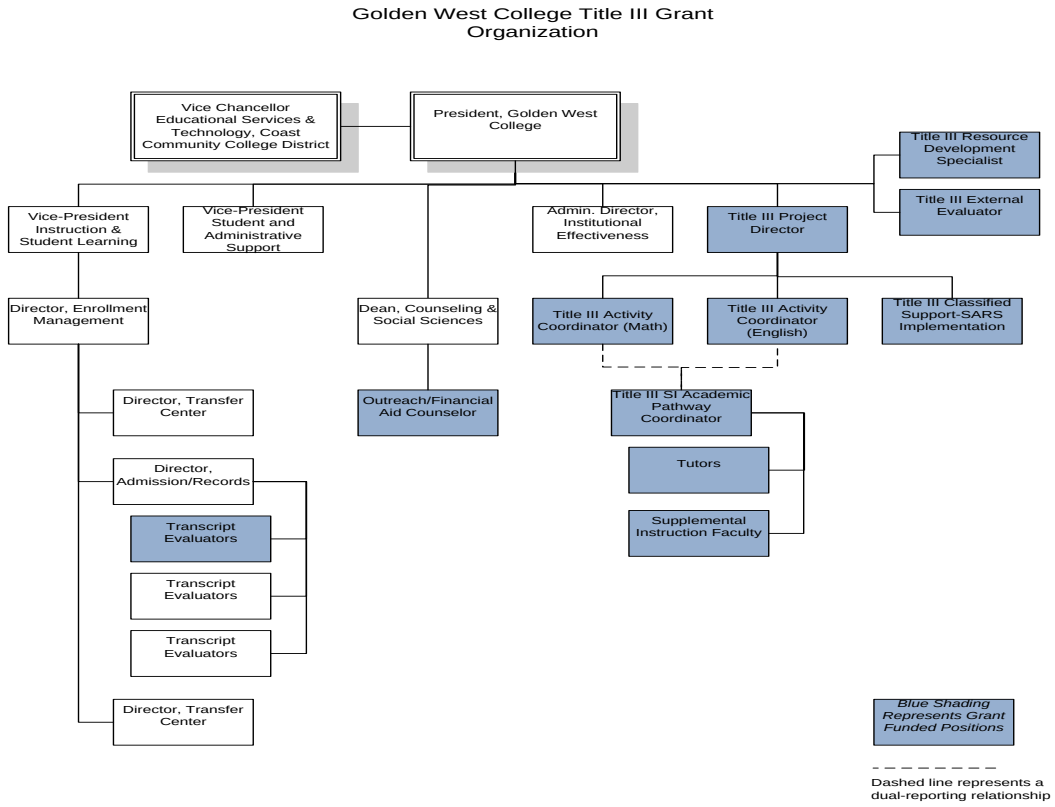
Section 5 – QUALITY OF PROJECT MANAGEMENT PLAN

A. Project Authority

Ultimate project authority and responsibility rests with the President of Golden West College, Mr. Wes Bryan who reports to the Assistant Vice Chancellor of Educational Services, Dr. Andreea Serban. The President will delegate administrative and supervisory authority to the Title

III Project Director Mr. David Baird who will be reassigned (75% FT) to the Title III project and report directly to the President and the Vice President of Instruction and Student Learning. The experience, additional qualifications and time commitments of other Key Personnel (including Activity Coordinators and new positions) can be found in Section 4 of the narrative (Quality of Key Personnel) and in the Activity Budget Narrative. The **Organizational Chart** below outlines the reporting and overall management structure of the project.

ORGANIZATIONAL CHART



B. Project Director's Relationship to Activity Coordinators

Dual reporting to the President and Vice President of Instruction and Student Learning will ***ensure the Project Director (PD) has direct access to the President***. The Project Director will provide day-to-day supervision of the Activity Coordinators, new and reassigned faculty,

counselors, staff, contracted experts and tutors. The **Activity Coordinators (AC)** will report to the PD and will be given authority to support and implement the activities.

C. Procedures for Managing the Project for Efficient and Effective Implementation

A Title III Coordination Committee of all Key Personnel will meet quarterly and report to the President to provide consultation with project. GWC's planned project management and evaluation ensures that all federal requirements are met and there is efficient and effective project implementation. The following table outlines the plan to achieve the objectives of the project, the activities, and persons responsible for completing tasks within budget and timelines.

Formation of Access 2 Success (A2S) project Map curriculum outcomes and pathways for incoming students *Project Director (PD); Co-Activity Coordinators (AC), Faculty Leads (FL)*
• Appoint faculty, managers, staff and students in leadership roles to serve on the Title III Coordinating Committee and to implement core components of project. • Alignment of Assessment, Registration, Placement procedures for new students using the Student Orientation Assessment and Registration Program- (SOAR) • Recruit students into A2S. Coordinate with K-12s, teachers, counselors; parents. **Milestones:** Coordinating Committee is in place composed of diverse sectors of the college and community who have vested interest in project and a history of collaboration.
Bilingual Outreach, Financial Aid (FA), Orientation *PD, Bilingual Outreach/FA Counselor, Transcript Evaluator (TE), Co-ACs, Faculty Leads, SARS Early Alert specialist*
• Reassign and hire new *Counselor* to conduct Spanish and Vietnamese outreach to families/K-12 students; conduct financial aid workshops; offer (PD) courses. • Provide web-based/mandatory orientation; expand academic support services • Recruit students into summer bridge program; enroll in TEP (TEP). • Hire *Transcript Evaluator* to streamline course sequencing and align course offerings **Milestones:** Informed high school students, orientation to college and expectations, awareness of financial aid (FAFSA) and college affordability, increased preparation and student enrollment in college and A2S program, reduced need for placement in basic skills.
Implement Transfer Effectiveness Plan *PD, Bilingual Outreach/FA Counselor Transfer Counselor, Co-ACs, SARS/Early Alert Specialist, SI Academic Pathways Coordinator*
• Adapt and offer Transfer Model Curriculum (TMC) • Strengthen/develop new transfer agreements with private/out-of-state universities • Hire *SARS/Early Alert Specialist* to develop an Electronic Ed Plan (SEP); Early Alert • Determine criteria for A2S Transfer Effectiveness Pathway, course sequence • Provide Supplemental Instruction and Online tutoring in 160 identified courses **Milestones***:* Accelerated degree options available. TMC pathways, articulation data integrated into electronic student educational plans (Degree Works). Updated and new articulation agreements. Improved student outcomes as result of SI tutoring.

Faculty Professional Development –*Co-ACs in Basic Skills English and Math, SI Academic Pathway Coordinator, faculty, staff*
• Provide faculty and staff training programs in academic and student support services using *On Course and Community College Fo*rum on and off site resources/workshops • Hire technical experts to provide workshops in SI/ technology and learning **Milestones**: Faculty Professional Development and Workshops begin in Spring 2015 and continue in subsequent years. Faculty better prepared to address needs of at risk students, skilled in use of new Learning Management Systems.
Scholarship Support (Endowment) and Increased External Funding - *Co-ACs, faculty, Transcript Evaluator, Counselor, Resource Development Specialist*
• Hire external Resource Development Specialist to increase capacity of college to understand access, apply and secure external funding. • Establish endowment beginning in Year one and ongoing to support scholarship support to low income students and to sustain programs and services for at risk students. **Milestones**: Endowment established. Database of scholarship opportunities established. Increased professional development opportunities in resource development, increased number of grant applications submitted and funded.

D. Procedures for Ensuring Feedback and Continuous Improvement in Project Operations

The Title III Coordination Committee will be spearheaded by the Project Director who will be responsible for coordinating, implementing and monitoring the project. As depicted in the organizational chart in Section A above, the Project Director will report directly to the President, who will also keep the Vice Chancellor of Educational Services apprised of current progress and developments of the project activities. The President will also participate in the Title III Committee and consult with the Project Director and the team as required. The Committee will include the Co-Activity Coordinators, lead faculty from the English, Math, and Counseling, the SI Academic Pathway Coordinator, Early Alert/SARS Coordinator, Transcript Evaluator, Vice President of Instruction and Student Learning, and all instructional Deans and student service staff. All project personnel will report weekly during the first semester of implementation and then on a schedule determined to ensure success of the project. An internal Evaluation Team will be formed consisting of the External Evaluator, Project Director, Activity Coordinators and the President of the college. A detailed description of the role of the External Evaluator and the

procedures for data collection and analysis of new practices and improvements can be found in Section F, Quality of Evaluation Plan. The *Project Management Procedures* are provided below.

	Project Management Procedures
Project Manual	♦ Developed by Project Director and contracted Resource Development Specialist, specifies operating guidelines, , responsibilities, authority, job descriptions, forms, timelines. ♦ Distributed to Title III staff, President, Coordination Committee and Evaluation Team
Title III Staff Meetings	♦ Bi-weekly meetings with Activity Directors and Project management team. Monitor progress of project activities. ♦ Minutes recorded, filed in Project Manual.
Time/Effort Reports	♦ Reports detailing time and effort by all full-time and part-time Title III employees, reviewed by PD and submitted to ED.
Monthly Progress Reports	♦ Progress reports/implementation progress, formative/summative evaluation, reported to President and Evaluation Team.
Quarterly Reports	♦ Quarterly Report summarizes progress toward Objectives. ♦ Quarterly reports form the basis of briefings for President's Cabinet, administration, and staff.
Annual Reports	♦ Annual performance report submitted, prepared by Activity Coordinators, reviewed and submitted to ED by Project Director.
Fiscal Reports	♦ Monthly expense/budget status reports from the Office of Fiscal Affairs to Activity Coordinators. Project Director reviews.
Personnel Procedures	♦ Institutional policies and procedures followed for filling Title III new positions (compliance with GEPA, Section 427, Assurances) ♦ PD maintains information regarding grant-funded personnel
Equipment Inventory	♦ All equipment purchased through grant funds /inventoried. Activity Coordinators and Project Director maintain up-to-date equipment inventory.
Inst. Governance	♦ Project Director and Activity Coordinators meet quarterly with Evaluation Team, serve on appropriate task forces.

Section 6: QUALITY OF EVALUATION PLAN

The Title III Project Director will have overall responsibility for coordination of the evaluation of the project. The college will form a Title III *Internal Evaluation Committee* comprised of the PD, external evaluator, the district Vice Chancellor of Educational Services and Technology, the GWC President, Vice President of Instruction and Student Learning, Vice President of Student and Administrative Support, Director of Enrollment Management and the Administrative

Director of Institutional Effectiveness and Research. External evaluation provides external validity and objectivity to the project evaluation process, whereby an External Evaluator will be hired to conduct an objective evaluation and will provide ongoing assessment of the project toward achieving annual performance measurements. **Attainment of Project Goals and Objectives** The evaluation plan will meet federal reporting requirements for formative evaluations and a year-end report each year, as well as a final evaluation. Accountability addresses both outcome and process objectives. Evaluation will use objective quantitative data and qualitative measures, as appropriate. The evaluations will be based on comparing cohorts of students that joined the TEP versus those that did not. The comparisons will be based on comparable student characteristics (e.g., demographics; assessment placement levels GPAs, educational and major field objectives). A continuous feedback model, described below, will provide both quantitative and qualitative data for evaluation and corrective measures in a timely manner. Relevant participant and control cohort baseline, formative, and exit level objective data will be collected. **Data Collection Procedures and Analysis** Standard data analysis techniques will be employed to provide clear and descriptive formative and summative data. Data collection and analyses will be ongoing and used to determine what program adjustments are needed to meet student attainment of their degree and transfer objectives. This feedback and evaluation will be instrumental in staff training and program progress. Feedback from participants and consistent monitoring of student progress will provide early warnings for staff work with the student and facilitate improvements. Staff will have support from the Institutional Researcher, External Evaluator, Transfer and Articulation Specialists, SARS/ Early Alert Specialist, Transcript Evaluator, SI Academic Pathway Coordinator, Counselors and Information Technology.

Guidance for Effective Continuation and Expansion of the Access 2 Success (A2S) Project

The A2S project will provide a model which addresses key factors important for continuation or

expansion purposes: adequacy of timelines to accomplish the goals and objectives; effectiveness of outreach and recruitment efforts; seamlessness of the TMC pathways; adequacy of the Student Pathways Tracking System; integration of articulation agreements into students individual educational plans; data collection and analysis techniques to achieve in-depth evaluation of the effectiveness of each intervention toward the accomplishment of the project objectives; and the level of institutionalization a result of the A2S accelerated progression/ degree program.

Methodology for Evaluating the Model Including Data Collection and Analysis Procedures

Carefully monitoring of progress toward meeting project objectives requires an examination of the effectiveness of implementation strategies for each intervention through a *continuous feedback* process. Research staff will support these efforts with correlation and regression statistic techniques to identify the strengths of relationships of project activities and interventions with attainment of project outcome measures. ***This will trigger an in-depth analysis of various processes leading to the identified problem area.*** The A2S *Title III Coordinating Committee* will include the Co-Activity Coordinators, lead faculty, SI Academic Pathway Coordinator, Early Alert/SARS Coordinator, Transcript Evaluator, VP of Instruction and Student Learning, and all instructional Deans and student service staff. This team will meet weekly during the first semester of implementation and then monthly thereafter. All project personnel will report directly to the Project Director and will coordinate project activities, progress reports, and review the *formative and summative evaluation* data and strategies for continuous improvement.

External Evaluation An *External Evaluator* will be responsible for conducting interviews, analyzing data and providing a comprehensive report for college leadership. The purpose of this type of data analysis is to provide the college the necessary information to make informed decisions for future programming. The evaluator will assess the achievement of the objectives and overall goal, progress towards institutionalization, and grant management performance. In

addition to the internal monitoring, GWC has obtained a well-qualified external evaluator to design the evaluation process and to regularly assess all dimensions of the project. An independent external evaluation will be conducted by Dr. Michael Gaudette of Lighthouse Consulting, Inc. a higher education evaluation firm with extensive Title III, Title V, and CCRA/STEM evaluation. Dr. Gaudette, worked with the Title III planning team to assure that objectives were measurable and relevant to major problems of the institution, baselines were valid, and the design of the Evaluation Plan was reasonable. Each year's evaluation will include: 1) progress toward objectives, 2) sustainability of the project after federal funding ceases, 3) institutional impact of the project upon the college (strengthening the institution), 4) individual project activities based on data collection and results, 5) compliance with applicable federal regulations, and 6) recommendations for improvement.

Dr. Michael Gaudette– External Evaluator	
Education	M.B.A. Business (1990) City University Bellevue, WA A.B.D. Education (1994) Oregon State University Corvallis, OR
Professional Experience	Managed, written, evaluated over three dozen Title III/V/CCRA grants over past 6 years; edited applications as a consultant, ED Title III/V peer reviewer for 24 yrs.
Awards & Publications	Past national president (1999-2000) Council for Resource Development (professional association of community college fundraisers). Presenter to local, state, national colleges, boards, financial professionals.

Dr. Gaudette will work with GWC to schedule evaluative activities according to the following:

Grant Year One	**Grant Years Two, Three, Four**	**Grant Year Five**
Assist in design of: • Tracking access • Data elements • Data collection • Evaluation processes	Conduct "mid-term" assessment of progress: • Recommend changes to research design • Examine evaluation progress, administrative operations	Assist in design of: • Final summative assessment of impacts of project on institutional goals • Institutionalization