

who did not engage with tutors successfully completed at a rate of 55.9%. ENC1101 students who spent at least 90 minutes with tutors successfully completed at a rate of 81.2%; ENC1101 students who did not use tutoring successfully completed at a rate of 72.0% (Source: personal communication 04/13/17).

### **D.3 ACTIVITY TIMELINE**

The tables below detail each task by year and provide details as to the timeframe for completion, responsibility, methods, and results.

<b>TABLE D3: Key for Project Positions</b>
<b>PD</b> = Project Director
<b>AD1</b> = Activity Director Learning Center Focus
<b>AD2</b> = Activity Director Mindset Focus

D.3.i. YEAR 1: OCTOBER 1, 2017 THROUGH SEPTEMBER 30, 2018									
Task	Quarter				Who	Method	Results		
	1	2	3	4					
<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Begin Mindset intervention development</li> <li>Review electronic resources for LC</li> <li>Review of other resources such as models or maps for LC</li> </ul>		x			PD AD1 AD2	PD works with consultant to adapt Stanford University Mindset activities for SF  Electronic and traditional resources to support student success are vetted and shared with leadership for section of materials for LC and creation of revised SLS course	All materials for the learning center are identified and purchased  Student resources are ready for use		
<ul style="list-style-type: none"> <li>Mindset modules development complete</li> <li>Electronic LC resources finalized</li> <li>Non-electronic resources finalized</li> </ul>			x						
<ul style="list-style-type: none"> <li>Ensure alignment of electronic resources and course curriculum</li> <li>Develop Student Life Skills (SLS) course to align with Digital Learning Plan curriculum</li> <li>Develop CRLA-aligned tutor training</li> </ul>				x					
<b>Professional Development</b> <ul style="list-style-type: none"> <li>Faculty training LC and MS (annual)*</li> <li>LC Staff training LC and MS(annual)*</li> </ul>				x	PD AD1	Tutor training aligned with CLRA criteria is developed	Tutors are trained		
<ul style="list-style-type: none"> <li>Tutor training (annual and as new tutors are hired) *</li> </ul>				x		Faculty and LC staff attend workshops	Faculty has knowledge and skills to implement LC and Mindset		
<b>Student Activity</b> <ul style="list-style-type: none"> <li>Use new electronic resources in existing lab spaces</li> <li>Students complete Mindset modules*</li> </ul>				x	PD AD1 AD2		Success measures (Activity Objectives Formative Indicators) show growth		
<ul style="list-style-type: none"> <li>Complete end-of-term survey, or attend end-of-year focus group, or provide input in electronic suggestion box (per semester) *</li> </ul>				x	PD	Students access and complete online Mindset curriculum and electronic resource options	Student feedback is analyzed to inform project modifications		
<b>Faculty Involvement</b> <ul style="list-style-type: none"> <li>Participate in electronic resources review</li> <li>Assign students to attend Mindset activity</li> </ul>		x			PD				
<ul style="list-style-type: none"> <li>Begin volunteer tutoring time in existing space</li> </ul>			x		PD				
<ul style="list-style-type: none"> <li>Student tutoring in existing space with new resources</li> <li>Assign students to complete MS modules*</li> </ul>			x		AD2 AD2	Faculty representatives shape project through participation on Task Force Subcommittees	Faculty support project efforts, participate at expected levels, and contribute feedback		
<ul style="list-style-type: none"> <li>Complete end-of-term survey, or attend end-of-year focus group, or provide input via electronic suggestion box (annual)*</li> </ul>				x	PD				

Administrative Actions	for project modifications					
<ul style="list-style-type: none"> <li>Participate in USDE-identified webinars and training*</li> <li>Finalize budget</li> <li>Finalize vendor contracts</li> <li>Order material and supplies*</li> <li>Review new position requirements</li> <li>Participate in selection of project staff*</li> <li>Meet with partners*</li> <li>Convene Task Force*</li> <li>Initiate marketing and outreach</li> <li>Address administrative issues as they arise*</li> </ul>	<p>PD</p>	<p>x</p>	<p></p>	<p></p>	<p></p>	<p></p>
<ul style="list-style-type: none"> <li>Probationary performance review of project staff*</li> <li>Review budget expenditures*</li> <li>Review vendor performance*</li> <li>Review material and supply orders*</li> <li>Publicize new resources, tutors and faculty volunteers build awareness for new LC</li> </ul>	<p>PD</p>	<p>x</p>	<p></p>	<p></p>	<p></p>	<p>Project implementation is true to proposal and data-informed modifications are implemented as needed</p>
<ul style="list-style-type: none"> <li>Convene Task Force (biannually)*</li> <li>Integrate existing tutoring services into GradesFirst software to track use, manage appointments, and maintain tutoring reports</li> <li>Integrate recommendation for tutoring into academic early warning system (progress reporting and alerts)</li> </ul>	<p>PD</p>	<p>x</p>	<p></p>	<p></p>	<p></p>	<p>Title III Taskforce is active and subcommittees are addressing the concerns of their focus areas:                      -Teaching and Learning                      -Partner Engagement                      -IT Support                      -Facilities Renovation                      -Evaluation                      PD will collaborate with evaluator, AD1 and AD2</p>
<ul style="list-style-type: none"> <li>Compile Annual Report (annually)*</li> <li>Staff performance reviews (annually)*</li> <li>Review partner contributions (biannually) *</li> <li>Implement recommendation for tutoring into academic early warning system (progress reporting and alerts)</li> <li>Reassign existing tutors to LC</li> <li>Prepare end-of-year report</li> </ul>	<p>PD</p>	<p>x</p>	<p></p>	<p></p>	<p></p>	<p>Project will remain faithful to proposal</p>
<p><b>Renovation</b></p> <ul style="list-style-type: none"> <li>Hire architect/engineer to begin schematic designs</li> <li>Hire GLE to conduct materials testing for ACM</li> <li>Abatement of harmful materials</li> <li>Solicit for CM selection</li> </ul>	<p>PD</p>	<p>x</p>	<p></p>	<p></p>	<p></p>	<p></p>

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<ul style="list-style-type: none"> <li>Finalize design</li> <li>Hire CM-collaborate on VE options</li> <li>Complete abatement and floor prep</li> <li>Submit for permits</li> <li>Conduct preconstruction test and balance</li> <li>Evaluate existing electrical load capacity</li> <li>Conduct water testing</li> <li>Finalize quotes for furniture</li> </ul>	x				
<ul style="list-style-type: none"> <li>Clear out both floors for project start</li> <li>Receive bid documents</li> <li>Procure long lead items in furniture</li> <li>Begin demolition of walls, ceilings, flooring to both floors</li> <li>Inspections and quality control</li> <li>Begin ODP process on long lead items</li> <li>A/E construction administration</li> <li>Build new walls, add windows, doorframes</li> <li>Mechanical modifications</li> <li>Electrical distribution modifications</li> </ul>		x	<p>PD ADI ADI</p>	<p>Renovation activities are carried out according to applicable regulations and completed within one year</p>	<p>The Learning Commons is functioning and provides students with a one-stop center for academic support and a venue for addressing psycho-social barriers to success</p>
<ul style="list-style-type: none"> <li>A/E construction administration</li> <li>Build new walls, add windows, doorframes</li> <li>Install all equipment/network</li> <li>Complete installation of new finishes/materials</li> <li>Install furniture</li> <li>Complete essential of renovation</li> </ul>		x			

**\* STARRED ITEMS ARE EITHER ONGOING ONCE BEGUN, OR ARE REPEATED EVERY PROJECT YEAR AT THE INTERVALS NOTED. FOR EASE OF READING, THEY ARE NOT RE-PRINTED IN THE TABLES FOR YEARS 2-5.**

D.3.ii. YEAR 2: OCTOBER 1, 2018 THROUGH SEPTEMBER 30, 2019

NOTE: All starred (\*) items from previous year are ongoing in this year, or repeated at the interval noted originally.

Task	Quarter				Who	Method	Results
	1	2	3	4			
<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>• Ensure all LC computers have designated electronic resources, including Mindset modules</li> <li>• Identify all courses to have required co-requisite LC hour with faculty input</li> <li>• Secure approval of curriculum committee for co-requisite lab hour requirement</li> <li>• Review and revise Mindset materials</li> </ul>					AD1 AD2	Conduct materials inventory using LC Resources Log  Task Force subcommittee meets to advance co-requisite course implementation	LC is fully operational  All project supplies and materials are in evidence  Co-requisite courses are identified and approved  Developmental Ed courses are reduced by placing students in credit-bearing courses with co-requisite courses providing academic support
<ul style="list-style-type: none"> <li>• Continue to evaluate new curriculum resources*</li> </ul>		x			PD	Review of professional journals, vendor materials, peer recommendations	Resources are continually updated to provide state-of-the-art services
<b>Professional Development</b> <ul style="list-style-type: none"> <li>• Continue as in year 1, repeated as need for new participants*</li> <li>• Tutor training begins</li> </ul>	x	x	x	x		Faculty and LC staff attend workshops	Faculty has knowledge and skills to implement LC, and Mindset
<ul style="list-style-type: none"> <li>• Tutor training begins</li> </ul>		x				Tutor training is based on CRLA standards	Tutors a prepared to maximize their efforts
<ul style="list-style-type: none"> <li>• Select diagnostics for Phase 1 Developmental Ed courses</li> <li>• Outline Digital Learning Plan modules and link outcomes to resources</li> </ul>			x		PD AD1	Digital Learning Plans are completed with assistance from IT and Advisors	Students have a planned course of study with identified interventions
<ul style="list-style-type: none"> <li>• Provide professional development for faculty teaching Phase 1 courses</li> </ul>				x		Faculty attend Phase 1 Co-requisite program attend workshops	Faculty has knowledge and skills to implement co-requisite courses
<ul style="list-style-type: none"> <li>• Tutoring with trained tutors*</li> </ul>			x		AD1	Co-requisite course activities are provided in LC	Developmental Ed courses are reduced
<ul style="list-style-type: none"> <li>• Continue to seek assistance in other courses in LC*</li> </ul>	x	x	x	x	AD1		

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<ul style="list-style-type: none"> <li>Develop student support workshops for academic skill development, life success skills, college success skills, and associated online resources</li> </ul>	x	x	x	PD AD1	Students are tutored by trained staff and participate in embedded, one-on-one, and small group tutoring Students attend workshops	Students have knowledge and skills to overcome non-cognitive barriers to success Success measures (Activity Objectives Formative Indicators) show growth
						Faculty provide instruction in LC
<b>Faculty Involvement</b> <ul style="list-style-type: none"> <li>Determine time/hours of commitment for faculty for co-requisite lab services</li> </ul>		x		PD	Task Force subcommittee meets to assess options	
<b>Administrative Action</b> <ul style="list-style-type: none"> <li>Track faculty participation*</li> </ul>	x	x	x	PD		
<ul style="list-style-type: none"> <li>Outline Digital Learning Plan modules and link outcomes to resources</li> </ul>		x				
<ul style="list-style-type: none"> <li>Create Digital Learning Plan shell in Grades First Learning Management System</li> </ul>		x		AD1	Electronic data base is maintained and data is reviewed	Initial assessment of co-requisite implementation is completed and modification needed, if any are identified
<ul style="list-style-type: none"> <li>Develop online support resources for distance learners</li> </ul>		x			Task Force subcommittee meets to advance co-requisite course implementation	Phase 1 of co-requisite course implementation is completed
<ul style="list-style-type: none"> <li>Identify diagnostics for gateway math and English courses 2-1</li> </ul>		x		PD		
<ul style="list-style-type: none"> <li>Apply for CLRA Certification for tutoring program- Level 1</li> </ul>		x		AD1		
<ul style="list-style-type: none"> <li>Prepare end-of-year report</li> </ul>		x	x	PD	PD will collaborate with evaluator, AD1 and AD2	Project will remain faithful to proposal
<b>Renovation</b> <ul style="list-style-type: none"> <li>Receive final testing reports</li> <li>Complete punch list items and initiate warranty</li> <li>Receive record documents from A/E</li> </ul>	x			PD AD1	Post-renovation housekeeping is complete	The Learning Commons is poised to provide state-of-the-art student support services for the foreseeable future.

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D.3.iii. YEAR 3: OCTOBER 1, 2019 THROUGH SEPTEMBER 30, 2020

Task	Quarter				Who	Methods	Results
	1	2	3	4			
<b>NOTE: All starred (*) items from previous years are ongoing, or repeated this year at the interval originally noted.</b>							
<b>Curriculum Development</b>							
• Assign 1-hour co-requisite course lab time for Phase 1 courses for January start	x				AD1 AD2	PD and AD meet with Task Force subcommittee to plan roll-out	Students succeed in gateway and transfer level courses
• Identify additional software or materials needs	x				PD		Developmental Ed courses reduced
• Select diagnostics for Phase 2 Gateway courses		x			PD AD1 AD2		
• Begin co-requisite courses for Phase 1 with faculty					PD		
• Modify co-requisite courses as needed				x			
<b>Student Activity</b>							
• Begin completing new required 1 hour Phase 1 Developmental Education courses co- requisites in LC		x			AD1 AD2		
• Develop student support workshops for financial literacy, academic planning, database research, library services and associated online resources	x	x	x		PD AD1 AD2	Students attend workshops	Students have knowledge and skills to overcome non-cognitive barriers to success
<b>Faculty Involvement</b>							
• Facilitate co-requisite instruction*		x			PD	Faculty provide input to Task Force subcommittee to plan roll-out	Faculty provide instruction and academic support in LC
• Begin faculty volunteer tutoring in LC							
<b>Administrative Actions</b>							
• Track required co-requisite completion*		x			PD AD1 AD2	Review database report to assess impact and identify needed modifications	Project realignment occurs to ensure achievement of Activity Objectives
• Track faculty participation*	x	x	x	x	PD		
• Create and administer survey of Phase 1 course experience			x		PD	Full Task Force meets to review all project results to date and recommend modification, if needed	
• Create and administer survey for LC users not in phase 1 course				x	PD		
• Apply for CRLA Certification for tutoring program Level 2				x	PD		
• Conduct mid-project review							
• Modify Co-requisite courses as needed				x	PD	PD completes CRLA Application	
• Prepare end-of-year report			x	x	PD	PD will collaborate with evaluator, AD1 and AD2	Project will remain faithful to proposal

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D.3.iv. YEAR 4: OCTOBER 1, 2020 THROUGH SEPTEMBER 30, 2021							
Task	Quarter				Who	Methods	Results
	1	2	3	4			
<b>NOTE: All starred (*) items from previous years are ongoing, or repeated this year at the interval originally noted.</b>							
<b>Curriculum Development</b>						Conduct materials inventory using LC Resources Checklist	All project supplies and materials are in evidence
• Ensure all LC computers have designated electronic resources, including Mind-Set modules							
• Assign 1 hour co-requisite lab hour to all sections of phase 2 courses for January start date	x				PD AD1 AD2	Task Force subcommittee meets to address diagnostic needs and co-requisite essentials including staffing	Phase 2 co-requisite courses are poised to begin
• Identify additional software or materials needs							
• Begin planning for guest speaker series							
• Determine time commitment for Phase 2 co-requisite faculty		x					
<b>Professional Development</b>						Tutor training aligned with CLRA criteria is developed;	Tutors are certified; Faculty has knowledge and skills to implement LC and Mindset
• Continue as in year 1, repeated as need for new participants*	x	x	x		PD AD1 AD2	Faculty and LC staff attend workshops	
• Provide professional development for faculty teaching Phase 2 courses	x				PD		
<b>Student Activity</b>						PD and AD meet with Task Force subcommittee to plan roll-out	Success in gateway and transfer courses; Developmental Ed courses reduced
• Begin completing new required 1 hour co-requisite in LC		x			AD1 AD2		
• Continue to seek assistance in other courses in LC*	x	x	x		AD1 AD2		
• Develop student support workshops for technology use (calculators, software), and discipline-specific topics and associated online resources	x	x	x		PD AD1 AD2	Students attend workshops	Students have knowledge and skills to overcome non-cognitive barriers to success
<b>Faculty Involvement</b>						Faculty provide input to Task Force subcommittee to plan roll-out	Faculty provide instruction and academic support in LC
• Facilitate co-requisite instruction*	x				AD1 AD2		
• Begin donating materials for online resources depository							
<b>Administration Actions</b>						Review database report to assess impact and identify needed modifications	Project realignment occurs to ensure achievement of Activity Objectives
• Track required co-requisite completion*	x						
• Track faculty participation*	x						
• Create survey of Phase 2 course experience						Analyze feedback surveys	
• Conduct survey of LC/non-LC users Phase 2 course activities	x		x		PD		
• Modify co-requisite courses as needed							
• Assign 1 hour co-requisite lab hour to all sections of Phase 3 transfer level courses for September start date		x		x			
• Prepare end-of-year report			x		PD	PD will collaborate with evaluator, AD1 and AD2	Project will remain faithful to proposal



D.3.v. YEAR 5: OCTOBER 1, 2021 THROUGH SEPTEMBER 30, 2022

Task	Quarter				Who	Methods	Results
	1	2	3	4			
<b>NOTE: All starred (*) items from previous years are ongoing, or repeated this year at the interval originally noted.</b>							
<b>Curriculum Development</b>						Task Force subcommittee meets to address diagnostic needs and co-requisite essentials including staffing	Phase 3 co-requisite courses are poised to begin
<ul style="list-style-type: none"> <li>Identify additional software or materials needs</li> <li>Create online resource center for faculty</li> <li>Begin Guest Speaker Series (quarterly)</li> <li>Develop revised academic coaching framework</li> </ul>	x				PD AD1 AD2		
<b>Professional Development</b>						Tutor training aligned with CLRA criteria is developed	Tutors are certified
<ul style="list-style-type: none"> <li>Continue as in year 1, repeated as need for new participants*</li> <li>Provide training for academic coaches in revised process</li> </ul>	x	x	x	x	PD	Faculty and LC staff attend workshops	Faculty has knowledge and skills to implement LC and Mindset
<b>Student Activity</b>						PD and AD meet with Task Force subcommittee to plan roll-out	Students succeed in gateway and transfer level courses
<ul style="list-style-type: none"> <li>Begin completing new required 1 hour co-requisite in LC</li> <li>Access faculty authored resources</li> </ul>		x			AD1 AD2		Developmental Ed courses reduced
<b>Faculty Involvement</b>						Faculty provide input to Task Force subcommittee to plan roll-out	Faculty provide instruction and academic support in LC
<ul style="list-style-type: none"> <li>Facilitate co-requisite instruction*</li> </ul>	x	x	x	x	PD		Project realignment occurs to ensure achievement of Activity Objectives
<b>Administrative Actions</b>						Review database report to assess impact and identify needed modifications	Project success reported to USDE
<ul style="list-style-type: none"> <li>Track required co-requisite completion*</li> <li>Track faculty participation*</li> <li>Create and administer survey of Phase 3 course experience</li> </ul>					PD	Analyze feedback surveys	Project results disseminated to other Florida Colleges through FLDOE academic council meetings
<ul style="list-style-type: none"> <li>Create and administer survey for LC users not in Phase 3 course</li> </ul>		x					
<ul style="list-style-type: none"> <li>Prepare final report</li> </ul>			x	x	PD		

**YEAR 6 AND BEYOND:**

All project interventions are institutionalized as are all operational costs. The Learning Commons is expected to continue in perpetuity.

**E. QUALITY OF KEY PERSONNEL**

Key personnel include College leadership positions that are essential to the success of the project.

The time commitment of these personnel is within the expected parameters of their normal duties.

All positions are full time and they are all funded by the college.

<b>PRESIDENT: RESPONSIBLE FOR SETTING DIRECTION OF THE PROJECT</b>
<ul style="list-style-type: none"> <li>• Provides institutional leadership for the Title III grant</li> <li>• Sets Title III Program priorities in keeping with institutional mission</li> <li>• Approves selection of Title III activities submitted for funding</li> <li>• Ensures institutional systems for effective, efficient, and compliant grant administration</li> <li>• Serves on Title III Task Force</li> </ul>
<b>PROVOST: RESPONSIBLE FOR MITIGATING INSTITUTIONAL BARRIERS TO SUCCESSFUL PROJECT COMPLETION</b>
<ul style="list-style-type: none"> <li>• Provides communication to and from the College Cabinet</li> <li>• Reports to President; Supervises the Title III Project Director</li> <li>• Provides administrative oversight for grant activities, allocations, expenditures, and reports</li> <li>• Serves on Title III Task Force</li> </ul>
<b>PROJECT DIRECTOR: RESPONSIBLE FOR SUCCESSFUL IMPLEMENTATION OF THE PROJECT</b> <b>Full Time; Santa Fe College-Funded</b>
<p>This position will be hired*. Preference will be given to current learning lab faculty/employees. A well-qualified candidate will have the following qualifications:</p> <ul style="list-style-type: none"> <li>• Master's degree (PhD preferred) in education, counseling, educational psychology, technology education or a closely-related field</li> <li>• Current experience in the field of student retention and success and staff and faculty development</li> <li>• Minimum of three years' experience at a community college, serving a similar population</li> <li>• Leadership ability and excellent communication skills</li> <li>• Thorough understanding of student retention issues related to academic and psycho-social barriers</li> <li>• Experience in diagnostic and classroom assessment, computer-based tracking, and education advisement</li> <li>• Administrative and budget management experience</li> <li>• Experience in supervising staff</li> <li>• Demonstrated commitment to diversity</li> </ul>
<p>The Project Director position has decision-making authority to:</p> <ul style="list-style-type: none"> <li>Procure appropriate resources within the approved budget limits</li> <li>Hire, supervise, and terminate Activity Coordinators and Administrative Assistant</li> <li>Allocate and manage resources</li> <li>Develop, review, and revise policies and procedures</li> <li>Represent the project to external entities, especially USDE</li> </ul> <p>Provides oversight of the day-to-day implementation undertakings:</p> <ul style="list-style-type: none"> <li>Creates the Santa Fe Title III Implementation Manual</li> <li>Establishes an effective organizational structure with sound policies and procedures</li> <li>Implements a systematic plan for data collection</li> </ul>

<p>Develops and implements a communications plan:          Chairs Title III Task Force          Communicates with Title III officials at the Department of Education          Coordinates with internal departments supporting grant efforts including advisor, mentor, and tutoring services          Coordinates with external partners supporting grant efforts          Conducts weekly staff meetings, quarterly Task Force Committee meetings and biannual full Task Force meetings.          Ensures that stakeholders remain current on regulations, policies, and best practices related to implementation of the grant.          Provides Title III orientation, training, and technical assistance to project staff and College personnel</p> <p>Ensures that the Title III Program is compliant with all federal regulations and institutional policies and that the institution is audit and site review ready:          Maintains up-to-date program documentation files including equipment inventory          Approves all invoices to verify allowability and monitors grant expenditures monthly          Ensures completion of Time and Effort Reports and Conflict of Interest disclosures          Attends national and regional Title III meetings and professional conferences</p> <p>Provides for assessment of the impact of the grant:          Monitors progress of all Title III funded activities          Coordinates data collection and facilitates external evaluator needs          Prepares required reports          Ensures the use of evaluation findings to improve outcomes</p>	
<p>* <b>An interim project director</b> has been identified. This person has a Master’s Degree in Educational Leadership and 30 years of experience in the field of education, 20 of it grant-related – both development and implementation. This temporary hire will complete all Year1, Quarter 1 activities while the PD hiring process is undertaken.</p>	
<p><b>ACTIVITY DIRECTOR (1 and 2)</b> <b>Full Time; Santa Fe College-Funded</b></p>	
<p>These positions will be hired. Preference will be given to current learning lab faculty/employees. A well-qualified candidate will have the following qualifications:</p> <ul style="list-style-type: none"> <li>• Master's degree in education, counseling, educational psychology, social psychology or a closely related field</li> <li>• Current experience in the field of student success and professional development</li> <li>• Minimum of two years’ experience at a community college, preferably serving a similar population</li> <li>• Experience with educational or other interventions</li> <li>• Experience in case management</li> <li>• Excellent communication skills</li> <li>• Experience in computer-based tracking and record keeping</li> <li>• Experience in communication at all levels of the organization</li> <li>• Demonstrated commitment to diversity</li> <li>• Experience working in a learning commons or similar facility, and supervising tutors preferred</li> </ul>	
<p><b>COMMON RESPONSIBILITIES</b></p> <p>Analyses impact of the activity on student performance          Provides faculty with access to professional development opportunities          Tracks participation in campus training sessions          Maintains a clearinghouse of resources for faculty          Identifies guest speakers to provide faculty development on campus          Serves on Title III Task Force</p>	
<p><b>Activity Director 1, Learning Commons</b> <b>Responsible for establishment of the Learning Commons, Objective 3</b></p>	<p><b>Activity Director 2, Mind-Set</b> <b>Responsible for assimilation of Mindset approach Objective 4</b></p>
<p>Responsible for converting multiple distinct learning labs in into one centralized Learning Common</p>	<p>Responsible for implementation of Mindset intervention in years 1 and 2, including redesign of Student Life Skills courses to incorporate principles of Mindset</p>

<p>Responsible for implementation of co-requisite lab courses</p> <p>Oversees day-to-day operations of the Learning Commons</p> <p>Collects data for Objectives 3 and 4 formative and summative indicators</p>	<p>After year 2, this position supports all LC activities and is responsible for:</p> <ul style="list-style-type: none"> <li>-Development of Digital Learning Plans</li> <li>-Technical assistance to faculty in teaching the new SLS curriculum</li> <li>-Collaboration with Advisors to provide coaching services</li> <li>-Collection of data for Objective 5 formative and summative indicators</li> </ul>
<p><b>ADMINISTRATIVE ASSISTANT: RESPONSIBLE FOR CLERICAL OPERATIONS</b> <b>Full time; Santa Fe College -Funded</b></p>	
<p>This position will be hired. A well-qualified candidate will have the following qualifications:</p> <ul style="list-style-type: none"> <li>• An associate’s degree in a related field or any equivalent combination of education, training, and experience Documented experience on managing all standard clerical functions</li> <li>• Demonstrated knowledge of database management</li> <li>• Knowledge of business English, spelling, grammar</li> <li>• Experience with basic budget and accounting record keeping principles and practices</li> </ul>	
<p>Manages all clerical functions including project purchasing, reporting, meeting logistics, database management and other administrative functions.</p> <p>Serves on Title III Task Force</p>	

**F. QUALITY OF PROJECT MANAGEMENT**

**F.1 EFFICIENT AND EFFECTIVE PROJECT MANAGEMENT:** To ensure efficient and effective project management, the SF Title III project director will: (1) Base project management on the CDP through the *performance indicators*; (2) Establish data collection and assessment systems to *monitor* progress in on a monthly basis and to enable evaluator to *assess* the achievement of the Activity and Activity Objectives; (3) Maintain *open communication* through email, a shared e-drive site, and meetings with senior administrators (monthly), the Title III Task Force Sub-Committees (bi-weekly meetings in year one, monthly in year 2, and biannually thereafter), and full Task Force meetings biannually; (4) Ensure *employee performance* through professional development and monitor through professional development reports, performance-based appraisals, and Task Force feedback; (5) Institutionalize *stakeholder feedback* loops through anonymous staff/student feedback surveys, email suggestion “box,” and focus groups; (6) Work with *Title III Task Force Teaching and Learning Sub-Committee* to embed new practices in course