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A. QUALITY OF COMPREHENSIVE DEVELOPMENT PLAN

Santa Fe College (SF) located in Gainesville, Florida, was established by the state legislature in 1965 as a community college to offer access to quality higher education for the citizens of Alachua and Bradford counties. This service district in North Central Florida covers 1,169 square miles that 275,856 residents call home. About 76% of Bradford County residents live in rural areas (US Census, 2010)**.** It is alarming that nearly half of the residents of Bradford and Alachua counties are living below 200% of the poverty line (45% and 43% respectively), and that 72.8% of Bradford students and 48% of Alachua's are on free or reduced lunch (Niche.com, 2017). Secondary attainment is suffering as well. Four-year cohort dropout rates for Bradford and Alachua are 5.03% and 6.13% respectively, compared to the State rate of 4.1% (FLDOE, 2016)**.** Fulfilling the college mission, "adding value to the lives of our students and enriching our community," SF provides accessible, quality education and training and promotes opportunities for lifelong learning. SF classes are offered at one main campus, six satellite centers, and an online campus. The college currently offers certificates as well as associate through baccalaureate degrees to meet a wide array of community needs.

***Process to Analyze and Plan*:** SF engages in an ongoing, systematic process for planning that includes these detailed steps: (1) Review institutional needs and data; (2) Analyze institutional strengths and weaknesses; (3) Identify key problems; (4) Identify key priorities; (5) Develop goals and objectives; (6) Develop activity strategies and metrics. The college also supports an Institutional Effectiveness program, which provides data regarding the goals productivity of each division of the college. The college's comprehensive online database allows faculty, staff and administration to study student progress.

As a result of this ongoing analysis, the College President, formed a task force called ***"Navigating to Success"***, whose recommendations form the basis for this Title III proposal. Navigating to Success (Task Force) was formed in response to the status of the College's Quality Enhancement Plan (QEP), undertaken as part of SF's re-accreditation process (Santa Fe College, 2012). In 2013, SF set out to implement their QEP, ***"Navigating the College Experience"***, to enhance the learning environment in support of students' educational persistence through the development of two major initiatives: (1) An academic early warning system; and (2) Ongoing, personalized advising. Currently in year four of the five-year project, the QEP implementation assessments identified unaddressed needs resulting from changes occurring after the initial project design. To complement the efforts of the QEP, the Task Force was deployed to address the newly uncovered needs.

The Navigating to Success Task Force was led by the QEP director and supported by key stakeholders including academic faculty and staff as well as support services coordinators. The Task Force was charged with identifying strategies to meet three major academic goals: (1) personalize the building of students' foundational skills for all students entering college-level courses; (2) strengthen student success skills early while they continue to benefit from discipline-specific instructional time; and (3) help students persist during academic challenges.

The Task Force established a virtual environment to post and disseminate research data and analysis. To encourage broad community college participation, large and small group meetings were held to share analysis and gather feedback, including a Town Hall style college-wide discussion of the Task Force's recommendations. They studied reports and research from internal, state, and national sources such as the College's Research and Planning Council, the Florida Development Plan, 2016 State Equity Report, and Complete College America. The Task Force

recommendations instruct the college to (i) centralize and standardize academic support services, (ii) train and certify all employee tutors, (iii) link tutoring to the newly created QEP early warning system, and (iv) expand tutoring and developmental education (DE) support. The Learning Commons (LC) model was identified as the best way to accomplish these recommendations. The LC will streamline efforts to make learner support an inevitable component of the student experience, and ensure high quality, standardized services are available to all students.

A.1. Comprehensive Analysis of Strengths and Weaknesses

A.1.i Academic Strengths: SF has a long history of developing innovative programs to serve students. SF will leverage its superb student focus to improve the performance of some of our lowest performing cohorts. The college is accredited by the Southern Association of Colleges and Schools (SACS) to provide 78 programs of study at the Associate of Arts (AA) degree level, 33 programs of study leading to Associate of Science (AS) degrees, 2 programs for Associate of Applied Science (AAS) degrees and nine Bachelor degree programs. The college enjoys a robust articulation relationship with the University of Florida (UF) who admits more students from SF than from any other Florida state college. SF employs a student-focused, dedicated, and highly qualified staff including 248 full-time and 540 part-time faculty members. A total of 44% hold master's degrees and 27% hold doctorates. In fall 2016, full-time faculty members taught more than 8,580 course hours and delivered 51% of the credit instruction. Overall completion rates of full-time, first-time degree-seeking students within three years reached 66% in 2016. Academic strengths are detailed in Table A1 below:

TABLE A1: Academic Strengths		
Strength	**Characteristic**	**Description**
Focus on Student Outcomes	Completion and Transfer Rate	Overall completion rates (enrolled in 2013): • Graduated: 53% • Transferred: 13%
	Equity	• Full-time minority completion rate of 49% is much higher than the national average of 34% (Aspen Institute, 2015)
	Continuous Improvement	QEP implemented: • early academic warning system • innovative advising interventions
Accessibility	Open Admission, Easy Access	• Open-door admission policy admits high school diploma or GED • Convenient campus locations as well as online courses.
	Affordability	• SF's in-state tuition and fees of $2563 • National average of $3520 (CollegeBoard.com, 2016-17)
	Small Classes	• Student-to-faculty ratio of 22.9:1
Innovative Programs	SF to University of Florida (UF) Partnership	• Jointly run UF@SF Center to assist with transfer • UF advisors are embedded on SF's Northwest Campus • 2+2 articulation programs with four UF colleges • Guaranteed acceptance into UF upon completion of some programs
	Student-Focused, Dedicated Faculty and Staff	Students responded that SF emphasizes providing the support students need to succeed either: • "very much" (37.4%) or • "quite a bit" (38.3%) (Community College Survey of Student Engagement, spring 2016)
	Creative and Unique Learning Spaces	SF has invested in creative learning spaces • 10-acre SF Teaching Zoo, one of only two in the nation • the only planetarium in north central Florida • the Center for Innovation and Economic Development (CIED), providing incubator services to entrepreneurs and start-up companies
Source: SF Institutional Research Department (SFIR), Spring 2017		

A.1.ii Academic Weaknesses: SF's major academic weaknesses stem from the large number of underprepared students and exacerbating challenges resulting from recent policy changes made by the State of Florida. Examples of these challenges are described below.

***Limited Integration of Academic Support Systems*:** Since 2013, Florida statute exempts incoming students from required placement testing and developmental education (DE) coursework (Florida

Senate, 2013). Underprepared students, who were historically required to complete preparatory coursework, are opting out and enrolling directly into college courses that do not provide embedded remediation. These students are not receiving the traditional support provided by DE classes including: remediation of basic skills; orientation to college success strategies; student success skills development; enhanced advising support; and enhanced tutoring opportunities embedded into coursework. Declining enrollment in DE, retention rates, and completion rates, demonstrate the need for wrap-around academic support for students to succeed academically. SF will employ innovative Mindset interventions, a proven highly effective self-mentoring strategy, to enhance social and emotional skills vital for academic success and college persistence in our most vulnerable populations. This innovative approach will provide for first time in college (FTIC) and first-generation students a much-needed model for success. Curriculum must include strategies to supply DE content in standard college level courses. SF will create a digital repository, the Digital Learning Plan, for individualized student skills development and teacher/tutor input and recommended supplemental activities. Faculty and advisors must intervene more effectively once the QEP early alert flags students as at heightened academic risk in courses. Embedding interventions into a course will ensure that more students encounter support and receive proper follow-up actions.

Unsatisfactory College Progression and Completion: Declining success rates which threaten degree completion are seen in the college gateway courses of College Composition (ENC1101) and Intermediate Algebra (MAT1033). Low rates of timely completion of college-level and transfer coursework are also a challenge as detailed below. It is apparent that students in these courses often find themselves unable to understand course concepts due to their lack of foundational knowledge, or lack of retention of that knowledge from previous courses which may

have been taken weeks, months or even years prior. SF must improve knowledge retention by consolidating learning labs and promoting the tutoring services available. FTIC students face significant hindrances that lead to low rates of college level course completion; fall to fall retention; and graduation. SF data (see Table A2) suggest significant gaps in college-level courses completion, retention and graduation among FTIC cohorts based on race and ethnicity, with the African-American community experiencing the brunt of the ill effects. SF must strengthen efforts to redesign support service delivery and management with redesigned curriculum that includes DE and success skills techniques natively in the coursework.

TABLE A2: Academic Weaknesses

Characteristic	Description	Proposed Mitigation
Weakness A-1: **Limited Integration of Academic Support Systems**		
Low enrollment in developmental education	2012-2014 DE course enrollment fell: • 41.7% from Fall to Fall • 46.4% from Spring to Spring FTIC students enrolling in at least one DE course: • Fall 2015: 26.2% • Fall 2016: 23.1%	Active Advisement Curricular Redesign Digital Learning Plan Learning Commons
Low enrollment in student life skills/student success courses (SLS)	Enrollment between 2012 and 2016 declined: • 30.3% for SLS 1101, College Success • 14.0% for SLS 1301, Life and Career Development	Active Advisement Curricular Redesign Digital Learning Plan Learning Commons
Low availability of college-curated online support resources	• Students completing courses online or at smaller centers lack access to full range of supports compared to on-campus peers.	Learning Commons Virtual Support Resources
Low retention of foundational knowledge from course to course	• Many of these students are unaware of or do not take advantage of disparate tutoring support labs.	Learning Commons Tutoring
Weakness A-2: **Unsatisfactory College Progression and Completion**		
Low rates of timely completion of college transfer-level coursework	FTIC completion rates within one academic year for key transfer courses: • College Algebra (MAC1105): 71.7% • English (ENC1101): 75.9%	Active Advisement Curricular Redesign Digital Learning Plan Learning Commons Tutoring

Low success rates for gateway math (college-level elective)	FTIC success (passing with a C or better) in MAT1033 has declined 22.4% from 2012 to 2016 (from 63.9% to 49.6%)	Active Advisement Co-requisite Instruction Curricular Redesign Learning Commons Tutoring
Low rate of entering FTIC students successfully completing college level courses attempted	Completion Rates: • Cohort entering fall 2009: 72.3% • Cohort entering fall 2014: 69.3% • Cohort entering fall 2015: 70.2% • Cohort entering fall 2016: 70.4%	Active Advisement Co-requisite Instruction Digital Learning Plan Learning Commons Mindset Interventions Tutoring
Low fall to fall retention of first-time, full-time degree-seeking students	Retention Rates: • Cohort entering fall 2009: 58.4% • Cohort entering fall 2014: 56.1% • Cohort entering fall 2015: 59.2%	Active Advisement Co-requisite Instruction Digital Learning Plan Learning Commons Mindset Interventions Tutoring
High gaps in college-level courses completion and retention among full-time, FTIC cohorts completing in 2016-17	FTIC students completing college-level coursework (Entering Fall 2016): • Black: 42.0% • Hispanic/Latino 52.8% • White 54.8% FTIC Fall-to-fall retention (Entering Fall 2015): • Black 46.4% • Hispanic/Latino 62.1% • White 63.7%	Active Advisement Co-requisite Instruction Digital Learning Plan Learning Commons Mindset Interventions Tutoring
High gaps in graduation rates within three years of initial enrollment among full-time FTIC cohorts completing in 2016-17	FTIC students who graduate within 3 years of initial enrollment: • Black: 42.0% • Hispanic/Latino: 52.8% • White: 54.8%	Active Advisement Co-requisite Instruction Digital Learning Plan Learning Commons Mindset Interventions Tutoring
Source: Santa Fe Institutional Research (SFIR), 2016		

A.1.iii Institutional Management Strengths: A Strong leadership team will provide the foundation for effective administration and management of this Title III project. Dr. Sasser, SF President for over 12 years, is committed to excellence and meeting the long-range goals of the institution. President Sasser is supported by and responsible to an eight-member District Board of Trustees whose members are appointed by Florida's governor based upon their distinguished records of community involvement. The President and District Board of Trustees are committed

to shared governance. The governance structure ensures all employees at the College have a voice. Leveraging the strengths, talents and resources of the Santa Fe Institutional Research (SFIR) department, project reporting will be accurate, reliable and timely. The data will be shared with all key stakeholders and feedback elicited. The shared governance structure allows for all voices to be heard and will guide the project through continuous quality improvement strategies. SF has institutionalized student access to current technology which will supply a wide array of additional support to the project including access to email, internet and computer labs. Leading management strengths are detailed in Table A3 below.

TABLE A3 – Institutional Management Strengths

Strength	Characteristic	Description
Strong Leadership & Shared Governance	Visionary Leadership	Dr. Sasser was awarded the 2016 "Higher Education Leadership Award" from Governor Rick Scott. Dr. Sasser has also served as: • Former chair of the State of Florida's Council of Presidents • Former chair for the National League for Innovation.
	Strong Board of Trustees	Powers and duties are derived from: • Florida statutes • State Board of Education • State Board of Community Colleges regulations.
	Commitment to effective governance system	Faculty, staff and students actively participate in committees across campus that address academic, budget, planning, technology and facilities issues.
	Commitment of Administration	The administration is fully committed to providing resources to support academic success.
Effective Evaluation	Strong Institutional Research department	As a member of the Florida Association for Institutional Research, SF applies Institutional Research methodologies and techniques that inform SF's planning and operation and provide valuable annual research reports.
	Ongoing institutional evaluation	Ongoing assessments of institutional effectiveness and student learning are conducted.
Access to Technology	Current Technology	SF is committed to fostering a learning environment that provides students with access to email, internet and computer labs.
	Student Web-based service	Students are provided with Web access to e-mail accounts, course registration, grades, transcripts, Web-assisted classes, and financial aid information.

Source: Santa Fe Institutional Research (SFIR), 2017

A.1.iv Institutional Management Weaknesses: The wide service area covered by SF's six campuses has fostered a highly-dispersed support services infrastructure. Decentralized locations and segmented management for services makes it difficult for students to acquire all the services needed and available to them, thereby reducing effectiveness and overall participation. Quality of and delivery of support services is not homogeneous. New methods, like Mindset strategies, need to be implemented to target the cohorts that are most at risk. SF must consolidate a support infrastructure into a centralized management and delivery model of a Learning Commons. Beyond advising services, integration is needed of additional services into the early warning system developed under the QEP. SF needs to provide all students with appropriate personalized support to improve foundational skills and strategies associated with academic success. These new and innovative strategies will require professional development to get the faculty and staff up to speed on Learning Commons and Mindset strategies. SF's leading institutional management weaknesses are described in Table A4.

TABLE A4 – Institutional Management Weaknesses

Characteristic	Description	Proposed Mitigation
Weakness M-1: **Highly Dispersed Support Services Locations**		
Low levels of collaboration between support services	Students are not able to benefit from the full breadth and potential of services offered	Learning Commons
Highly decentralized Support Services Management	Results in inconsistencies, redundancies and cost duplications	Learning Commons
Low number of triggers imbedded in QEP alert system	Tutoring not yet integrated into the QEP's early warning system	Active Advisement GradesFirst Integration
Weakness M-2: **Deficiency of Specially Trained Faculty and Tutors**		
Low numbers of faculty and tutors trained in LC innovations	No faculty or staff are trained on Learning Commons strategies including co-requisites courses.	Professional Development
Deficiency of faculty and tutors trained in Mindset strategies	No faculty or staff are trained on Mindset strategies.	Professional Development

A.1.v Fiscal Strengths: President Sasser's vision and influence has helped the college secure additional funding from the Frontier Set grant which allowed the college to innovate and experiment with some best practices. Prior grant experience has led to a strong record of meeting varied requirements of funding agencies that will continue while administering Title III funds.

Community Support: While economic factors affect charitable giving in general, the Santa Fe College Foundation has a long history of steady growth regardless of changes in economic factors. SF is supported by strong program advisory committees whose participation assists in curriculum development, and provides clinical sites and mentoring opportunities.

Effective Fiscal Management: SF's history of securing performance funding has allowed the college to supplement lackluster state funding with funds from forward thinking institutions, like Aspen and Gates Frontier Set, seeking to promote the development of best practices. The college employs an annual budget for technology replacement to be sure students and staff have access to current technology. The college keeps track of finances with an in-house developed financial system and leverages the system to comply with annual internal audits.

Participatory Resource Planning Process: The SF Resource Planning Council (RPC) oversees the annual resource planning process and supports coordination among the diverse divisions, departments and centers. The RPC is the umbrella organization for institutional effectiveness at SF. Systematically identifying and prioritizing the College's Strategic Initiatives for implementation are a key RPC activity. SF staff utilizes on-line data through its in-house developed financial system to ensure accountability. Fiscal strengths are described in Table A5.

TABLE A5 - Fiscal Strengths		
Strength	**Characteristic**	**Description**
Strong Community Support	Strong Foundation	Santa Fe College Foundation has a 50-year history of community support.
	Strong Program Advisory Committee	Over 200 local employers and business leaders serve on academic advisory committees.
Effective Fiscal Management	History of securing performance funding	Student-focused performance funding secured based on need and outcomes of retention, completion, job placement/transfer and entry level wages.
	Annual Budget for Technology Replacement Plan	Rotating replacement plan for PC's, servers, laptops, and other technology equipment.
	Committed to Integrity	Conducts annual audits and utilizes effective management procedures
	Utilization of On-Line Financial Data	On-line financial system ensures accountability of planning units in the development and monitoring of their resources.
Participatory Resource Planning Process	Planning and Budgeting Coordination	SF annual resource planning process supports coordination among the diverse divisions, departments and centers.
	Inclusive Planning Process	Resource Planning Council includes representatives of all College stakeholders, and helps establish budgetary priorities.
Source: Santa Fe Institutional Research (SFIR), 2017		

A.1.vi Fiscal Stability Weaknesses: Inadequate State funding compromises institutional development. SF relies heavily on State derived revenues which are volatile, being influenced by many factors including state economic conditions and uncontrollable weather events like hurricanes. For the last several years, the State has used non-recurring allocations to fund colleges. SF receives funding for fewer students than are currently enrolled. The State funding formula, which is based on past years' enrollment, does not fund current/future enrollment growth. The state heavily favors the state university system over the state colleges. The college system receives an average of $500,000 per college contrasted with an average of $22,857,143 per university; that is a 45:1 dollar per dollar ratio in favor of the universities. College funding is categorically restricted and cannot be slated for certain types of projects. In addition to the usage restrictions, the legislature has not allowed SF to increase tuition for the past five years,

thus the college is dependent on funds appropriated by the State and enrollment increases. These funding shortfalls put undue stress on the college and force faculty take on extra burdens. SF is simply unable to allocate the funds required to consolidate the various learning labs and tutoring services without the additional funds supplied by the Title III project herein. SF's leading fiscal weaknesses are detailed in Table A6:

TABLE A6 – Fiscal Stability Weaknesses		
Characteristic	**Description**	**Proposed Mitigation**
***Weakness F-1:* Uncertain State Funding**		State funding Grant funding: • Title III • Frontier Set Santa Fe College Foundation
Highly volatile state funding	Performance-based funding model may change from year to year making it difficult, nearly impossible for institutions to predict future funding.	
***Weakness F-2:* Inadequate Funding to Support Growth**		
Low funding in comparison to enrollment	SF was funded at the beginning of 2016-2017 at only 88% of the standard funded estimated need.	
High classes per semester rates for instructors	Full-time faculty teach more classes per semester and have less time to address curriculum and learning issues.	
High growth rates forecasted	Average rate of growth of 3% - 4% expected for the next five years.	
Low projections for future funding	Current projections for 2017-2018 indicate similar patterns of no tuition increases and no new recurring appropriations.	
Source: Santa Fe Institutional Research (SFIR), 2016		

A.2. KEY OVERALL GOALS FOR THE INSTITUTION:

SF developed goals to overcome the College's greatest problems. These goals are aligned to the Title III Activity and overall goals of the Title III Strengthening Institutions Program. Santa Fe will focus on the goals listed in Table A7 and accomplish the measurable objectives listed in the following section.

TABLE A7 - GOALS BY AREA	
Area	**GOALS**
CDP Goal 1 (Academic)	**Increase student achievement**: • Personalize the building of foundational knowledge for all students entering college • Strengthen student success skills integration into discipline-specific coursework • Develop activities to enable students to persist during academic challenges
CDP Goal 2 (Management)	**Centralize the management and delivery of support services:** • Create unique collaboration spaces in the Learning Commons • Incorporate additional support services into the early warning system • Train faculty and staff on the new strategies
CDP Goal 3 (Fiscal)	**Strengthen fiscal abilities to manage rapid student growth:** • Mitigate unstable state funding • Maximize State funding by avoiding possible penalties due to poor performance • Reduce the effect of tuition freezes

A.3. KEY OBJECTIVES

Task Force recommendations (Santa Fe College, 2017) instruct the college to (i) centralize and standardize academic support services, (ii) train and certify all employee tutors, (iii) link tutoring to the newly created QEP early warning system, and (iv) expand tutoring and remediation support, with focus on courses with high failure rates. Satisfaction of these recommendations is best accomplished through activities such as curriculum redesign, active advisement, and increased access to innovative supports via the establishment of a centralized Learning Commons. Completion of the Title III activities will make it possible for the program to realize the Title III objectives, which are detailed in Section B., and summarized below in Table A8:

TABLE A8 - Title III Objectives Summary	
Focus	**Description**
Objective 1	Increase fall year 1 to fall year 2 retention of first-time, full-time degree-seeking students
Activities	A combination of efforts will be employed to improve student achievement and success including: (i)Active advising and the early warning system to connect students to help resources and tutoring (ii) Co-requisite instruction (iii) Mindset interventions (iv) Peer-led tutoring (iv) Goal setting through the development of the individual learning plans.
Outcomes	Higher rates of fall-to-fall persistence; narrowing retention rate gaps
Objective 2	Increase percentage of first-time, full-time degree-seeking students who graduate within three years of initial enrollment

Activities	A combination of efforts will be employed to improve student achievement and success including: (i) Active advising and the early warning system to connect students to help resources and tutoring (ii) Co-requisite instruction (iii) Mindset interventions (iv) Peer-led tutoring (iv) Goal setting through the development of the individual learning plans.
Outcomes	Higher success rates in college level coursework attempted; timely progression through college-level coursework; narrowing achievement gaps
Objective 3	Targeted faculty and project staff complete professional development in Learning Commons.
Activities	Provide professional development courses and trainings for employees
Outcomes	Faculty and Staff educated in the Learning Commons strategies
Objective 4	Targeted faculty and project staff complete professional development in Mindset interventions
Activities	Provide professional development courses and trainings for employees
Outcomes	Faculty and Staff educated in the mindset interventions.
Objective 5	Revamp academic and psycho-social support services by consolidating separate learning labs into one Learning Commons
Activities	Renovate a central location to house the various student support services; Centralize management and delivery of support services.
Outcomes	The Learning Commons building will be fully renovated

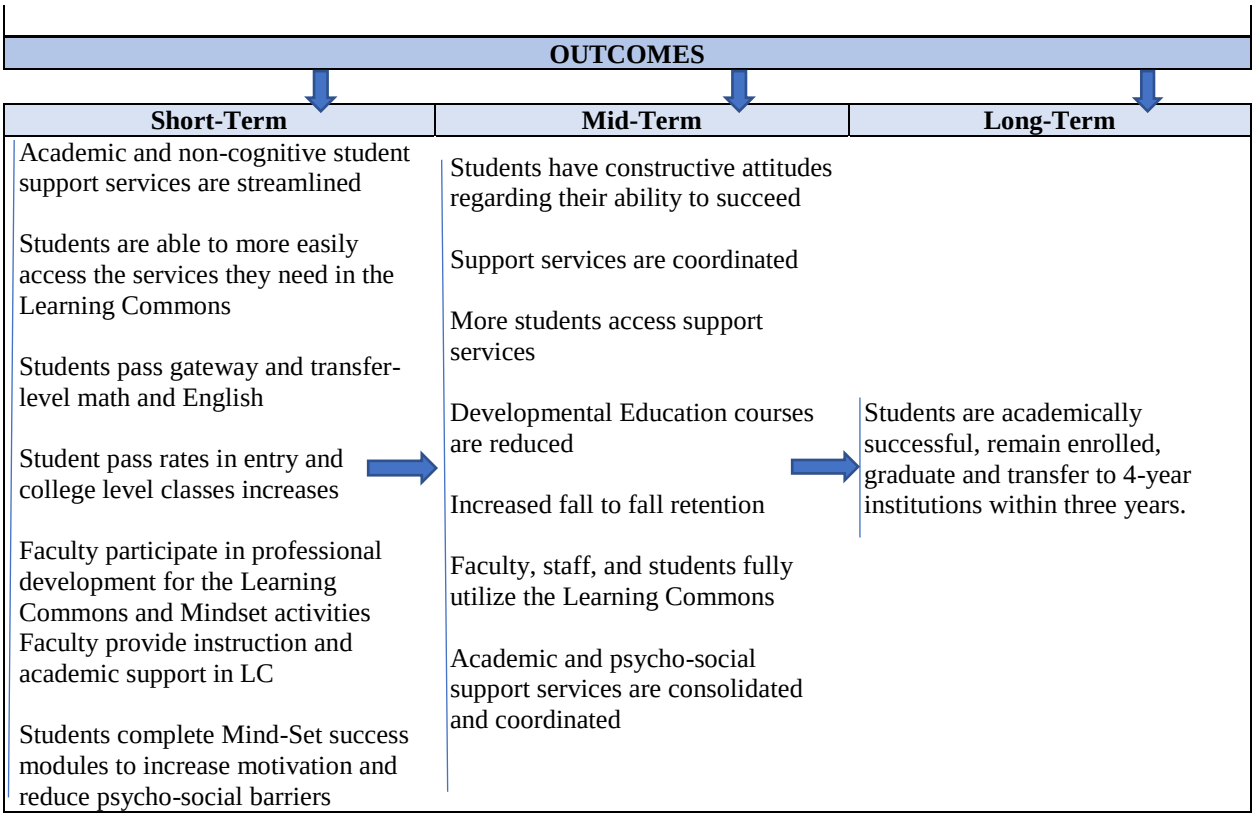
A.4. INSTITUTIONAL RESOURCES

Santa Fe's commitment is demonstrated through the continuity of planning which began with the SACS accreditation process, progressed through the QEP and is now represented in this Title III proposal. In addition, this project builds on a 2008 Title III that began the journey to exemplary student services with the Math Studio, a learning lab adjacent to the proposed Learning Commons that will be incorporated into the design. Because existing personnel are being reassigned to the LC, the college is not seeking funds from the grant for salaries – traditionally the hardest budget item to sustain. At the end of the project period the curriculum development and service delivery innovations will be complete. The redesign of the facility is the primary expenditure of grant funds and it will be complete in year one. By the end of the five-year performance period, SF will fully institutionalize the Learning Commons.

B. QUALITY OF PROJECT DESIGN

TABLE B1: Logic Model

INPUTS	ACTIVITIES	OUTPUTS
Grant funding In-kind contributions of faculty volunteers and project staff Educational interventions • Mindset curriculum • Digital Learning Plan (DLP) • Co-requisite instruction • Digital SLS course	All materials and resources for the Learning Center are identified and developed or purchased Implement Mindset interventions, DLP, co-requisite and SLS courses, and tutoring program curriculum	Mind-Set intervention modules completed by 90% of students in Associate degree programs 95% of co-requisite and SLS courses are delivered 90% of students complete DLP
Professional development for project staff and faculty	Develop and provide professional development for Mindset, DLP, Learning Commons, co-requisite instruction, and tutoring	80% of targeted faculty and project staff complete professional development and participate in the Learning Commons and Mindset
Tutoring and student workshops	Develop and conduct workshops for students: academic skill development, life success skills, college success skills, financial literacy, academic planning, database research, library services, technology use (calculators, software), and discipline-specific topics with associated online resources Provide tutoring Tutors collaborate with academic coaches	85% of Students complete workshops 100% of tutors complete training and tutoring program is CRLA certified 80% of students attend tutoring sessions 82 % of students have passed transfer-level math and English within one academic year 65 % of FTIC students graduate within three years
Stakeholder input	Establish Title III Task Force	Title III Task Force meets biannually and shapes implementation of project. Subcommittees are active and meet regularly
Updated facility	Consolidate support services in renovated Learning Commons	Support services delivery model is reinvented
Database for tracking all project components	Assess, evaluate, and modify program implementation	Project component data is tracked, analyzed, and used to improve results 70% of target group complete end-of-term survey, or attend end-of-year focus group, or provide input via electronic suggestion box



C. QUALITY OF ACTIVITY OBJECTIVES

The objectives and performance indicators are a strategic response to the weaknesses identified in the CDP. Achievement of incremental, annual formative targets keep the project on track towards completion of the summative objectives and achievement of the Activity.

ACTIVITY: PROMOTE STUDENT SUCCESS	
TABLE C1: Activity Objectives and Measures	
Objective 1 (GPRA Measure 3)	
CDP Goal 1 (Academic): Increase student Achievement **Weakness A-2: Unsatisfactory College Progression and Completion**	
Summative Objective	**Increase fall year 1 to fall year 2 retention of first-time, full-time degree-seeking students from 68.5% (fall 2015) to 79%.** Year 1: 69% Year 72: % Year 3: 75% Year 4: 77% Year 5: 79%
Formative Indicator/Measure	1.1. Increase fall to fall retention among all FTIC students from 59.2% (fall 2015) to 69%. Year 1: 60% Year 2: 62% Year 3: 65% Year 4: 67% Year 5: 69% 1.2. Increase fall-to-fall retention rate for part-time FTIC students from 40.7% (fall 2015) to 51%. Year 1: 42% Year 2: 45% Year 3: 48% Year 4: 50% Year 5: 51%

	1.3. Reduce fall-to-fall retention rate gap between black and white FTIC students from 17 points (2015) to 12 points Year 1: 16% Year 2: 15% Year 3: 14% Year 4: 13% Year 5: 12% 1.4. 90% of students in assigned to Co-requisite courses successfully complete these courses. Year 1: NA Year 2: NA Year 3: 80% Year 4: 85% Year 5: 90% 1.5. 90% of students complete digital learning plans. Year 1: NA Year 2: 70% Year 3: 80% Year 4: 85% Year 5: 90%
Objective 2 (GPRA Measure 5)	
CDP Goal 1 (Academic): Increase student Achievement **Weakness A-2: Unsatisfactory College Progression and Completion**	
Summative Objective	**Increase percentage of first-time, full-time degree-seeking students who graduate within three years of initial enrollment from 53.0% (2013 cohort) to 65%.** Year1: 53% Year 2: 56% Year 3: 59% Year 4: 62% Year 5: 65%
Formative Indicator/Measure	2.1. Increase successful completion rate of college-level courses attempted by all FTIC students from 70.4% (fall 2016) to 80%. Year 1: 71.5% Year 2: 73.5% Year 3: 76% Year 4: 78% Year 5: 80% 2.2. Increase pass rate of FTIC students in primary transfer-level math, MAC 1105, within one academic year from 71.7% (fall 2015) to 82%. Year 1: 72% Year 2: 75% Year 3: 78% Year 4: 80% Year 5: 82% 2.3. Increase pass rate of FTIC students in introductory college-level math, MAT 1033, within one academic year from 60.0% (fall 2015) to 70%. Year 1: 61% Year 2: 63% Year 3: 66% Year 4: 68% Year 5: 70% 2.4. Increase the pass rate of FTIC students in primary transfer-level English, ENC 1101, within one academic year from 75.9% (fall 2015) to 85%. Year 1: 76% Year 2: 78% Year 3: 81% Year 4: 83% Year 5: 85% 2.5. Reduce the percentage point gap between black and white FTIC students completing college-level courses from 19.5 (fall 2016) to 14.5. Year 1: 19% Year 2: 18.5% Year 3: 17.5% Year 4: 15% Year 5: 14.5%
Objective 3	
CDP Goal 2: Management: Centralize the management and delivery of support services **CDP Weakness M-2: Deficiency of specially trained faculty and tutors**	
Summative Objective	**A minimum of 80% of targeted faculty and project staff complete professional development in the Learning Commons.** Year 1: NA Year 2: 70% Year 3: 80% Year 4: 85% Year 5: 90%
Formative Indicator/Measure	3.1 Ninety-five percent of Arts and Sciences associate degree faculty participate in Learning Commons professional development Year 1: 85% Year 2: 87% Year 3: 89% Year 4: 92% Year 5: 95% 3.2 One hundred percent of faculty teaching courses with co-requisite instruction participate in Learning Commons professional development Year 1: NA% Year 2: 92% Year 3: 96% Year 4: 100% Year 5: 100%

	3.3 One hundred percent of Learning Commons tutors and staff participate in Learning Commons professional development Year 1: 85% Year 2: 89% Year 3: 93% Year 4: 97% Year 5: 100% 3.4 Eighty percent of Arts and Sciences faculty participate in Learning Commons activities Year 1: 75% Year 2: 77% Year 3:78% Year 4: 79% Year 5: 80% 3.5 One hundred percent of faculty teaching courses with co-requisite instruction participate in Learning Commons activities Year 1: NA% Year 2: 92% Year 3: 96% Year 4: 100% Year 5: 100% 3.6 One hundred percent of Learning Commons tutors and staff participate in Learning Commons activities Year 1: 85% Year 2: 89% Year 3: 93% Year 4: 97% Year 5: 100% 3.7 Seventy percent of target group complete end-of-term survey, or attend end-of-year focus group, or provide input via electronic suggestion box. Year 1: 50% Year 2: 55% Year 3: 60% Year 4: 65% Year 5: 70%
Objective 4	
CDP Goal 2: Management: Centralize the management and delivery of support services **CDP Weakness M-2 Deficiency of specially trained faculty and tutors**	
Summative Objective	**A minimum of 80% of targeted faculty and project staff complete professional development in Mindset training** Year 1: 60% Year 2: 65% Year 3: 70% Year 4: 75% Year 5: 80%
Formative Indicator/Measure	4.1 Ninety-five percent of Arts and Sciences associate degree faculty participate in Mindset professional development Year 1: 85% Year 2: 88% Year 3: 90% Year 4: 93% Year 5: 95% 4.2 One hundred percent of faculty teaching courses with co-requisite instruction participate in Mindset professional development Year 1: NA% Year 2: 92% Year 3: 96% Year 4: 100% Year 5: 100% 4.3 One hundred percent of Learning Commons tutors and staff participate in Mindset professional development Year 1: 75% Year 2: 85% Year 3: 90% Year 4: 95% Year 5: 100% 4.4 Eighty percent of Arts and Sciences faculty participate in Mindset activities Year 1: 60__% Year 2: 65% Year 3: 70% Year 4: 75% Year 5: 80% 4.5 One hundred percent of faculty teaching courses with co-requisite instruction participate in Mindset activities Year 1: NA% Year 2: 92% Year 3: 96% Year 4: 100% Year 5: 100% 4.6 Seventy percent of target group complete end-of-term survey, or attend end-of-year focus group, or provide input via electronic suggestion box Year 1: 65% Year 2: 66% Year 3: 68% Year 4: 69% Year 5: 70%
Objective 5	

CDP Goal 1 (Academic): Increase student achievement **CDP Weakness A-1: Limited Integration of Academic Support Systems** --- **CDP Goal 2 (Management): Centralize the management and delivery of support services** **CDP Weakness M-1: Highly dispersed support services locations** --- **CDP Goal 3 (Fiscal): Strengthen fiscal abilities to manage rapid student growth** **CDP Weakness F-1: Uncertain State Funding** **CDP Weakness F-2: Inadequate Funding to Support Growing Enrollment**	
Summative Objective	**Revamp delivery of academic and psycho-social support services by consolidating multiple separate learning labs into one Learning Commons with Title III funds** Year 1: 30% Year 2: 60% Year 3: 90% Year 4: 95% Year 5: 100%
Formative Indicator/Measure	5.1. One hundred percent of students will have access to Learning Commons services. Year 1: NA Year 2: 100% Year 3: 100% Year 4: 100% Year 5: 100% 5.2. 90% of students in Associate degree programs will completed Mindset intervention modules Year 1: 50% Year 2: 70% Year 3: 80% Year 4: 85% Year 5: 90% 5.3. 80% of students in attend at least one workshop Year 1: NA Year 2: 65% Year 3: 75% Year 4: 85% Year 5: 90% 5.4. 80% of students in attend tutoring sessions Year 1: 60% Year 2: 65% Year 3: 70% Year 4: 75% Year 5: 80% 5.5 Seventy percent of target group complete end-of-term survey, or attend end-of-year focus group, or provide input via electronic suggestion box. Year 1: 65% Year 2: 66% Year 3: 68% Year 4: 69% Year 5: 70%

D. QUALITY OF IMPLEMENTATION STRATEGY

D.1 COMPREHENSIVE IMPLEMENTATION STRATEGY

The Santa Fe Title III project consists of a singular, significant activity: **Promoting student success.** Its design attends to the urgent national need to achieve equitable student outcomes, with central importance placed on closing the gap between success rates for white and African-American students. Project goals include personalized and inevitable building of students' foundational skills, strengthened student success skills, and student persistence through academic challenge. An outgrowth of the reaffirmation of accreditation process, via the college Quality Enhancement Plan, the Title III project creates a comprehensive Learning Commons that employs strategies known to improve student success. These strategies include: 1. Mindset interventions

designed to enhance students' belief in their ability to experience academic growth; 2. Tutoring by College Reading and Learning Association (CRLA) certified tutors; 3. Co-requisite instruction for students in pivotal courses, and 4. Creation of personalized Digital Learning Plans. The learning plans focus on deficits in foundational skills as well as challenges to sense of belonging. These strategies support the objectives of the project to: Objectives 1 and 2. Increase student persistence and graduation; Objectives 3. and 4. Provide professional development to faculty and staff and ensure faculty participation; and Objective 5. Create a welcoming centrally located emotional and cognitive support center, the Learning Commons. Over the 5-year project period, Santa Fe will design, pilot, and expand each evidence-based strategy under the guidance of the President. Progress is monitored closely by the Project Director through the formative measures associated with each objective. The tasks undertaken have defined completion dates, are aligned to each measure, and are implemented by staff that has received targeted training. Services are available to all students and mandated for FTIC students and their teachers. A continuous improvement cycle of plan/do/study/act will be informed by the quarterly and annual reports. Results collected will be disaggregated to provide quasi-experimental data comparing the treated population to those not provided the services. All components will be completed or institutionalized by the end of the project period.

D.2 Rationale and Relevant Research

D.2.i Student Persistence and Graduation

Activity Objectives 1 and 2: STUDENT PERSISTENCE AND GRADUATION
STRATEGIES: **Mindset intervention modules** **Tutoring program certified by the College Reading and Learning Association** **Co-requisite instruction for Developmental Education, Gateway, and Transfer Level Courses** **Creation of Digital Learning Plans**

RATIONALE / RELEVANT STUDIES OR PROJECTS

Mindset interventions focus on students' core beliefs about learning, asking "Can I learn and grow my intelligence?" The interventions use common narratives (stories from older students) and objective information (scientific concepts) to change core beliefs about school (J. Aronson et al., 2002). Mindsets matter most when students encounter challenges in school, making them perfect for our target group of low-performing students. Mindset interventions will be offered to all students in AA and AS programs but are required for all students taking their first course with a co-requisite component.

The Interventions Lab Project Manager at Stanford University, Dr. Omid Fotuhi, works with leaders in the Mindset research community such as Geoff Cohen, David Yeager, and Dave Paunesku. Together they have created the Mindset interventions that form the basis of their research. Dr. Fotuhi visited Santa Fe in August of 2015 and presented his research to the faculty. He will create Mindset interventions tailored specifically for Santa Fe and provide training for faculty and staff regarding how to present the interventions to students.

Social psychologists have tested the effectiveness of Mindset interventions on student success. Through these interventions, students begin to think and feel differently about success and their reasons for being in school. Mindset builds on: social psychology research on self-esteem; feedback students receive; and students' beliefs about themselves and their abilities (Dweck & Leggett, 1988; Aronson, et al. 2002; Cohen, et al. 2006). Mindset interventions have been proven to result in greater persistence, resilience, and student success (Yeager & Walton, 2011; Paunesku, et al. 2012). Paunesku, et al. (2015) demonstrated the effectiveness of scaled online interventions. In brief sessions, students read about the brain's ability to grow and rewire itself as a result of challenges and new learning. The article stressed that struggle, challenge, and

setbacks were a part of the process by which they could become more intelligent. After reading, students wrote about the findings in their own words to present to another student who had become discouraged because school was challenging. Participants had significantly higher GPAs and satisfactory performance in core courses increased by 6.4 percentage points. Participants were more likely to have A, B, or C grades (49%) in core academic subjects in the following term, compared to control group (41%).

In another Mindset intervention, students wrote about how learning and working hard in school would help them have a positive impact on the world, make their families proud and help them be a good example to other people (Yeager, et al., 2014). Students in this intervention were more likely to perceive mundane academic tasks as important to learning and were more likely to receive satisfactory academic grades. The impact of the intervention was, again, most pronounced for at-risk students who, again, had higher GPAs and better pass rates.

Tutoring will be provided by tutor specialists and peer tutors in the Learning Commons. Tutors currently working in the seven existing labs will be reassigned to the LC. They will be available for scheduled or drop-in tutoring sessions. The tutoring program will meet College Reading and Learning Association (CRLA) standards for the International Tutor Training Program Certification (ITTPC). The ITTPC has been endorsed by Association of Colleges for Tutoring and Learning Assistance and the National Center for Developmental Education, among others. The training program certification process sets an internationally accepted standard of skills and training for tutors and is the standard implemented by Florida colleges interviewed for this project. Tutors will be supported by the academic coaches and the Activity Director 2.

According to the *Journal of College Reading and Learning*, (41(2), Spring 2011), tutoring has a positive impact on the persistence, retention and degree attainment for undeclared students.

It is effective as a strategy for retention and succeeding to graduation. Tutoring improves the students' academic performance, increases rates of persistence and retention, and results in a GPA above what is expected from SAT scores.

Duke University (Nguyen, 2013) finds that: "Overall, peer tutoring in mathematics is most effective in improving mathematics performance for students at risk…" Learning will take place in a Peer Lead Teaching and Learning (PLTL) environment without stigmatizing or alienating under-performing students. This structure allows an approach matched to the learner's needs and customization of delivery to match the tutee's strengths. Beyond traditional learning advances, social, self-concept, and behavioral outcomes tend toward positive results as the tutee builds relationships with their tutors. The LC peer tutors, selected from a pool of students who have successfully completed the targeted courses, will provide instruction in areas identified by instructors and will provide services to walk-in students.

Co-requisite instruction will support students in college developmental, gateway, and transfer level courses. Florida statute exempts students from developmental education requirements, even if test data indicate that they are not college ready. This 2013 legislative change has resulted in high failure rates for gateway courses. For example, statewide data indicates that success in intermediate algebra has declined 8.7% and success in college composition has declined by 3.4%. The co-requisite instruction in this project is supplemental support that includes skill building, tutoring, psycho-social interventions, and faculty volunteers who provide support to struggling students. A large demonstration project (Complete College America, 2015) showed that shifting remediation out of prerequisite developmental education courses and into co-requisite instruction that is provided while students are enrolled in a gateway course can dramatically increase the likelihood that students will persist and complete gateway math or English. Under the co-requisite

model, upwards of 60% of students complete the college level course within just one year as opposed to 20% in pre-requisite courses after two years.

Digital Learning Plans (DLP) will be used to guide the co-requisite instruction and they will contain resources and activities to develop: 1. Skills associated with successfully navigating college; 2. Discipline-specific foundational skills; 3. Career and educational planning activities; and 4. Recommended Learning Commons activities to help students achieve learning outcomes. Personalized content loaded into the Digital Learning Plan includes: 1. Mindset work; 2. Curated digital resources to help students address academic and other challenges identified in a personal inventory completed as part of the intake process; 3. Diagnostics and associated developmental work; and 4. Progress on set goals. Students will earn badges as they work in different areas and will be recognized at their graduation ceremony. Additionally, students demonstrating success (highest cohort GPAs) and those attending at least one advisement session during each semester, will be provided with financial incentives to encourage their participation and success. They may confer with faculty or an academic coach to adjust the plan as needed. When students have accumulated 24 credit hours, they must have completed 80% of the assigned Digital Learning Plan. If they have not, they will be required to enroll in a specialized Student Life Skills (SLS) course.

The Aspen Institute 2014 report (Aspen Institute, 2014) advances six recommendations "for creating safe, optimized and rewarding learning experiences…" The DLP addresses the four recommendations that apply to this project:

- Redesign learning environments to empower learners to learn any time, any place, and at any pace, both in school and beyond;
- Enhance the ability of educators to support and guide learners in a networked learning environment;

- Build an infrastructure that will connect all students in all of the places they learn; and
- Adopt policies to incorporate digital, media and social-emotional literacies as basic skills for living and learning in the digital age.

D.2.ii Professional Development and Participation

Activity Objectives 3 and 4: PROFESSIONAL DEVELOPMENT AND PARTICIPATION
STRATEGY: Professional development for Learning Commons, Mindset interventions, Co-requisite courses, and Tutoring

RATIONALE / RELEVANT STUDIES OR PROJECTS

The SF Title III is supported by targeted professional development designed to ensure that essential staff are well-prepared to meet the demands of new curricular and support elements. The Project Director will create training for faculty, staff, and tutors that explores the purpose of the **Learning Commons**, the research behind it, and the processes for faculty to use and volunteer at the center. The PD will provide faculty training on the use of diagnostics and associated tutor referrals. Faculty learn how to evaluate courses for required **co-requisite instruction** and how to implement and monitor co-requisite instruction. Dr. Fotuhi will provide training for faculty and staff regarding how to present the **Mindset** interventions to students. Tutors will be trained with the **College Reading & Learning Association (CRLA)** recommended learning standards, outcomes, and assessments for International Tutor Training Program Certification.

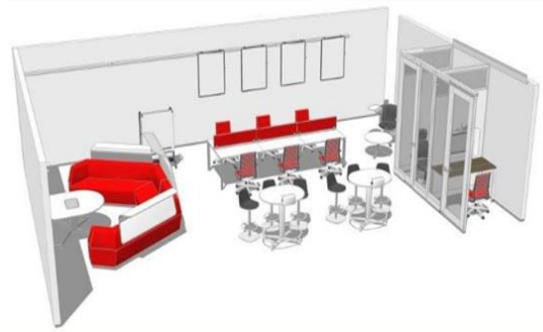
As reported in the February 2016 edition of Higher Ed, the book, *Faculty Development and Student Learning*, concludes that, "learning goals for faculty—presented through workshops allied with institutional objectives—powerfully advance student learning when coupled with assessment." They add that gains are long lasting and cumulative; current students of faculty who participated in professional development 10 years prior scored 4.1 on a 6-point scale as compared to a baseline of 3.1. A report by IES found that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points.

D.2.iii Learning Commons

Activity Objective 5: LEARNING COMMONS
STRATEGY: Combine existing labs into a renovated existing space to allow for consolidation of support services – the Learning Commons
RATIONALE / RELEVANT STUDIES OR PROJECTS

Santa Fe currently has seven separate learning labs. The labs are underutilized. For example, in the writing lab, there is a 30% drop in usage from the peak 4-month average in 2014 to the first 4 months of 2017. Even in the Math Studio, the most utilized lab, the fall 2016 visits show a nearly 5% drop from fall 2015. Student feedback indicates that they are not using the labs because they perceive them to be geographically isolated and ill-equipped, outdated environments. The labs, and the personnel assigned to them, will be consolidated into a modern 15,000 square foot, two-story Learning Commons that hosts all project activities. The LC will integrate existing academic support services (such as tutoring, learning labs, student success skills, and academic planning) into a one-stop center with a single mission and universal practices for providing tutoring and support. All students will have access to drop-in or scheduled tutoring. Tutoring services are integrated into Grades

First, the academic early warning system developed under our 2008 Title III grant, allowing faculty to recommend students and follow up with tutors. Online students will schedule virtual individual and group tutoring sessions associated with their classes.

TABLE D2 - RENOVATIONS AND DESCRIPTION OF USE	
Classroom A: Mobile tables, mobile seating, personal whiteboards, interactive media, display rails, writable surfaces.	Semi-private collaboration: Settee benches, table, dividing partition.
Classroom B: Mobile tables, mobile seating, personal whiteboards, interactive media, display rails, writable surfaces.	Private study space: Counter height surface with private screen, charging, stool.
 Focus group/tutoring space: Tables, mobile seating, computer stations, collaborative teaming with interactive media.	Collaboration space: Lounge seating, writeable surfaces, modular seating, screens.

Students in co-requisite courses are required to participate in tailored learning activities. This allows students to benefit from individualized learning and development as part of the normal experience of a course and avoids identifying any students as underprepared or remedial. Visits to the Learning Commons (including virtual visits) will be logged to track use, and tutoring reports will be kept in a digital format to track student usage and progress.

The PD will coordinate with appropriate college personnel to offer a rich calendar of academic support workshops, drop-in sessions on identified topics, and academic resources available in a variety of formats. Strategically timed workshops focus on academic skill development, life success skills, college success skills, financial literacy, academic planning, database research, library services, technology use (calculators, software), and common, discipline-specific problematic topics. For online and distance education students, academic support services are comparable to those received by walk-in students and will include workshops in virtual classrooms and are supplemented by SMARTHINKING, a live online tutoring service. The Learning Commons is designed to provide student support in a space that is inviting to students, providing amenities they seek out such as charging stations and conversation pits with a nearby snack bar.

The Title III Task Force visited and studied the results of Learning Commons programs at St. Petersburg College, Florida State College at Jacksonville, and Tallahassee Community College (TCC). At TCC, for example, MAT1033 students who spent at least 90 minutes with tutors in the Learning Commons in Fall 2015 successfully completed that course (with a grade of C or better) at a rate of 71.2%; their peers who did not engage with tutors successfully completed at a rate of 58.3%. Similarly, MAC1105 students who spent at least 90 minutes with tutors in the Learning Commons that same fall successfully completed that course at a rate of 75.0%; MAC1105 students

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.

TABLE D3: Key for Project Positions
PD = Project Director
AD1 = Activity Director Learning Center Focus
AD2 = 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			
Curriculum Development • Begin Mindset intervention development • Review electronic resources for LC • Review of other resources such as models or maps for LC		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
• Mindset modules development complete • Electronic LC resources finalized • Non-electronic resources finalized			x				
• Ensure alignment of electronic resources and course curriculum • Develop Student Life Skills (SLS) course to align with Digital Learning Plan curriculum • Develop CRLA-aligned tutor training				x			
Professional Development • Faculty training LC and MS (annual)* • LC Staff training LC and MS(annual)*			x		PD AD1	Tutor training aligned with CLRA criteria is developed Faculty and LC staff attend workshops	Tutors are trained Faculty has knowledge and skills to implement LC and Mindset
• Tutor training (annual and as new tutors are hired) *				x			
Student Activity • Use new electronic resources in existing lab spaces			x		PD AD1	Students access and complete online Mindset curriculum and electronic resource options	Success measures (Activity Objectives Formative Indicators) show growth Student feedback is analyzed to inform project modifications
• Students complete Mindset modules*				x	AD2		
• Complete end-of-term survey, or attend end-of-year focus group, or provide input in electronic suggestion box (per semester) *				x	PD		
Faculty Involvement • Participate in electronic resources review • Assign students to attend Mindset activity		x			PD		
• Begin volunteer tutoring time in existing space			x		PD	Faculty representatives shape project through participation on Task Force Subcommittees	Faculty support project efforts, participate at expected levels, and contribute feedback
• Student tutoring in existing space with new resources • Assign students to complete MS modules*			x		AD2 AD2		
• Complete end-of-term survey, or attend end-of-year focus group, or provide input via electronic suggestion box (annual)*				x	PD		

Administrative Actions • Participate in USDE-identified webinars and training* • Finalize budget • Finalize vendor contracts • Order material and supplies* • Review new position requirements • Participate in selection of project staff* • Meet with partners* • Convene Task Force* • Initiate marketing and outreach • Address administrative issues as they arise*	x				PD		for project modifications
• Probationary performance review of project staff* • Review budget expenditures* • Review vendor performance* • Review material and supply orders* • Publicize new resources, tutors and faculty volunteers build awareness for new LC		x			PD	College and project administrators collaborate in project start up and implementation through systematic communication and the completion of oversight undertakings 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	Project implementation is true to proposal and data-informed modifications are implemented as needed Project will remain faithful to proposal
• Convene Task Force (biannually)* • Integrate existing tutoring services into GradesFirst software to track use, manage appointments, and maintain tutoring reports • Integrate recommendation for tutoring into academic early warning system (progress reporting and alerts)			x		PD		
• Compile Annual Report (annually)* • Staff performance reviews (annually)* • Review partner contributions (biannually) * • Implement recommendation for tutoring into academic early warning system (progress reporting and alerts) • Reassign existing tutors to LC				x	PD		
• Prepare end-of-year report			x	x	PD		
Renovation • Hire architect/engineer to begin schematic designs • Hire GLE to conduct materials testing for ACM • Abatement of harmful materials • Solicit for CM selection	x						

• Finalize design • Hire CM-collaborate on VE options • Complete abatement and floor prep • Submit for permits • Conduct preconstruction test and balance • Evaluate existing electrical load capacity • Conduct water testing • Finalize quotes for furniture		x			PD AD1 AD1	Renovation activities are carried out according to applicable regulations and completed within one year	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
• Clear out both floors for project start • Receive bid documents • Procure long lead items in furniture • Begin demolition of walls, ceilings, flooring to both floors • Inspections and quality control • Begin ODP process on long lead items • A/E construction administration • Build new walls, add windows, doorframes • Mechanical modifications • Electrical distribution modifications			x				
• A/E construction administration • Build new walls, add windows, doorframes • Install all equipment/network • Complete installation of new finishes/materials • Install furniture • Complete essential of renovation				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			
Curriculum Development • Ensure all LC computers have designated electronic resources, including Mindset modules • Identify all courses to have required co-requisite LC hour with faculty input • Secure approval of curriculum committee for co-requisite lab hour requirement • Review and revise Mindset materials	x				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
• Continue to evaluate new curriculum resources*		x			PD	Review of professional journals, vendor materials, peer recommendations	Resources are continually updated to provide state-of-the-art services
Professional Development • Continue as in year 1, repeated as need for new participants*	x	x	x	x	PD AD1	Faculty and LC staff attend workshops	Faculty has knowledge and skills to implement LC, and Mindset
• Tutor training begins		x				Tutor training is based on CRLA standards	Tutors a prepared to maximize their efforts
• Select diagnostics for Phase 1 Developmental Ed courses • Outline Digital Learning Plan modules and link outcomes to resources			x			Digital Learning Plans are completed with assistance from IT and Advisors	Students have a planned course of study with identified interventions
• Provide professional development for faculty teaching Phase 1 courses				x		Faculty attend Phase 1 Co-requisite program attend workshops	Faculty has knowledge and skills to implement co-requisite courses
• Tutoring with trained tutors*			x		AD1	Co-requisite course activities are provided in LC	Developmental Ed courses are reduced
• Continue to seek assistance in other courses in LC*	x	x	x	x	AD1		

• Develop student support workshops for academic skill development, life success skills, college success skills, and associated online resources	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 Involvement • Determine time/hours of commitment for faculty for co-requisite lab services		x			PD	Task Force subcommittee meets to assess options	Faculty provide instruction in LC
Administrative Action • Track faculty participation*	x	x	x	x	PD	Electronic data base is maintained and data is reviewed Task Force subcommittee meets to advance co-requisite course implementation	Initial assessment of co-requisite implementation is completed and modification needed, if any are identified Phase 1 of co-requisite course implementation is completed
• Outline Digital Learning Plan modules and link outcomes to resources			x		AD1		
• Create Digital Learning Plan shell in Grades First Learning Management System			x				
• Develop online support resources for distance learners			x				
• Identify diagnostics for gateway math and English courses 2-1			x		PD		
• Apply for CLRA Certification for tutoring program- Level 1			x		AD1		
• Prepare end-of-year report			x	x	PD	PD will collaborate with evaluator, AD1 and AD2	Project will remain faithful to proposal
Renovation • Receive final testing reports • Complete punch list items and initiate warranty • Receive record documents from A/E	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.

*** 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.iii. YEAR 3: OCTOBER 1, 2019 THROUGH SEPTEMBER 30, 2020							
Task	**Quarter**				**Who**	**Methods**	**Results**
	1	2	3	4			
NOTE: All starred (*) items from previous years are ongoing, or repeated this year at the interval originally noted.							
Curriculum Development • 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 Developmental Ed courses reduced
• Identify additional software or materials needs • Select diagnostics for Phase 2 Gateway courses	x				PD		
• Begin co-requisite courses for Phase 1 with faculty		x			PD AD1 AD2		
• Modify co-requisite courses as needed				x	PD		
Student Activity • 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
Faculty Involvement • Facilitate co-requisite instruction* • Begin faculty volunteer tutoring in LC		x			PD	Faculty provide input to Task Force subcommittee to plan roll-out	Faculty provide instruction and academic support in LC
Administrative Actions • Track required co-requisite completion*		x			PD AD1 AD2	Review database report to assess impact and identify needed modifications Full Task Force meets to review all project results to date and recommend modification, if needed PD completes CRLA Application	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 • Create and administer survey for LC users not in phase 1 course			x	x	PD		
• Apply for CRLA Certification for tutoring program Level 2				x	PD		
• Conduct mid-project review				x	PD		
• Modify Co-requisite courses as needed				x	PD		
• Prepare end-of-year report			x	x	PD	PD will collaborate with evaluator, AD1 and AD2	Project will remain faithful to proposal

*** 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.iv. YEAR 4: OCTOBER 1, 2020 THROUGH SEPTEMBER 30, 2021							
Task	**Quarter**				**Who**	**Methods**	**Results**
	1	2	3	4			
NOTE: All starred (*) items from previous years are ongoing, or repeated this year at the interval originally noted.							
Curriculum Development •Ensure all LC computers have designated electronic resources, including Mind-Set modules •Assign 1 hour co-requisite lab hour to all sections of phase2 courses for January start date •Identify additional software or materials needs •Begin planning for guest speaker series	x				PD AD1 AD2	Conduct materials inventory using LC Resources Checklist Task Force subcommittee meets to address diagnostic needs and co-requisite essentials including staffing	All project supplies and materials are in evidence Phase 2 co-requisite courses are poised to begin
•Determine time commitment for Phase 2 co-requisite faculty		x					
Professional Development •Continue as in year 1, repeated as need for new participants*	x	x	x	x	PD AD1 AD2	Tutor training aligned with CLRA criteria is developed; Faculty and LC staff attend workshops	Tutors are certified; Faculty has knowledge and skills to implement LC and Mindset
•Provide professional development for faculty teaching Phase 2 courses	x				PD		
Student Activity •Begin completing new required 1 hour co- requisite in LC		x			AD1 AD2	PD and AD meet with Task Force subcommittee to plan roll-out	Success in gateway and transfer courses; Developmental Ed courses reduced
•Continue to seek assistance in other courses in LC*	x	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
Faculty Involvement •Facilitate co-requisite instruction* •Begin donating materials for online resources depository	x				AD1 AD2	Faculty provide input to Task Force subcommittee to plan roll-out	Faculty provide instruction and academic support in LC
Administration Actions •Track required co-requisite completion*	x				PD	Review database report to assess impact and identify needed modifications Analyze feedback surveys	Project realignment occurs to ensure achievement of Activity Objectives
•Track faculty participation*	x						
•Create survey of Phase 2 course experience	x		x				
•Conduct survey of LC/non-LC users Phase 2 course activities	x						
•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	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			
NOTE: All starred (*) items from previous years are ongoing, or repeated this year at the interval originally noted.							
Curriculum Development • Identify additional software or materials needs • Create online resource center for faculty • Begin Guest Speaker Series (quarterly) • Develop revised academic coaching framework	x				PD AD1 AD2	Task Force subcommittee meets to address diagnostic needs and co-requisite essentials including staffing	Phase 3 co-requisite courses are poised to begin
Professional Development • Continue as in year 1, repeated as need for new participants* • Provide training for academic coaches in revised process	x	x	x	x	PD	Tutor training aligned with CLRA criteria is developed Faculty and LC staff attend workshops	Tutors are certified Faculty has knowledge and skills to implement LC and Mindset
Student Activity • Begin completing new required 1 hour co-requisite in LC • Access faculty authored resources		x			AD1 AD2	PD and AD meet with Task Force subcommittee to plan roll-out	Students succeed in gateway and transfer level courses Developmental Ed courses reduced
Faculty Involvement • Facilitate co-requisite instruction*	x	x	x	x	PD	Faculty provide input to Task Force subcommittee to plan roll-out	Faculty provide instruction and academic support in LC
Administrative Actions • Track required co-requisite completion*						Review database report to assess impact and identify needed modifications Analyze feedback surveys	Project realignment occurs to ensure achievement of Activity Objectives Project success reported to USDE Project results disseminated to other Florida Colleges through FLDOE academic council meetings
• Track faculty participation*							
• Create and administer survey of Phase 3 course experience		x			PD		
• Create and administer survey for LC users not in Phase 3 course							
• Prepare final report			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.

PRESIDENT: RESPONSIBLE FOR SETTING DIRECTION OF THE PROJECT
• Provides institutional leadership for the Title III grant • Sets Title III Program priorities in keeping with institutional mission • Approves selection of Title III activities submitted for funding • Ensures institutional systems for effective, efficient, and compliant grant administration • Serves on Title III Task Force
PROVOST: RESPONSIBLE FOR MITIGATING INSTITUTIONAL BARRIERS TO SUCCESSFUL PROJECT COMPLETION
• Provides communication to and from the College Cabinet • Reports to President; Supervises the Title III Project Director • Provides administrative oversight for grant activities, allocations, expenditures, and reports • Serves on Title III Task Force
PROJECT DIRECTOR: RESPONSIBLE FOR SUCCESSFUL IMPLEMENTATION OF THE PROJECT **Full Time; Santa Fe College-Funded**
This position will be hired*. Preference will be given to current learning lab faculty/employees. A well-qualified candidate will have the following qualifications: • Master's degree (PhD preferred) in education, counseling, educational psychology, technology education or a closely-related field • Current experience in the field of student retention and success and staff and faculty development • Minimum of three years' experience at a community college, serving a similar population • Leadership ability and excellent communication skills • Thorough understanding of student retention issues related to academic and psycho-social barriers • Experience in diagnostic and classroom assessment, computer-based tracking, and education advisement • Administrative and budget management experience • Experience in supervising staff • Demonstrated commitment to diversity
The Project Director position has decision-making authority to: Procure appropriate resources within the approved budget limits Hire, supervise, and terminate Activity Coordinators and Administrative Assistant Allocate and manage resources Develop, review, and revise policies and procedures Represent the project to external entities, especially USDE Provides oversight of the day-to-day implementation undertakings: Creates the Santa Fe Title III Implementation Manual Establishes an effective organizational structure with sound policies and procedures Implements a systematic plan for data collection

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

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

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

*** An interim project director** 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.

ACTIVITY DIRECTOR (1 and 2)
Full Time; Santa Fe College-Funded

These positions will be hired. Preference will be given to current learning lab faculty/employees. A well-qualified candidate will have the following qualifications:

- Master's degree in education, counseling, educational psychology, social psychology or a closely related field
- Current experience in the field of student success and professional development
- Minimum of two years' experience at a community college, preferably serving a similar population
- Experience with educational or other interventions
- Experience in case management
- Excellent communication skills
- Experience in computer-based tracking and record keeping
- Experience in communication at all levels of the organization
- Demonstrated commitment to diversity
- Experience working in a learning commons or similar facility, and supervising tutors preferred

COMMON RESPONSIBILITIES

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

Activity Director 1, Learning Commons **Responsible for establishment of the Learning Commons, Objective 3**	**Activity Director 2, Mind-Set** **Responsible for assimilation of Mindset approach Objective 4**
Responsible for converting multiple distinct learning labs in into one centralized Learning Common	Responsible for implementation of Mindset intervention in years 1 and 2, including redesign of Student Life Skills courses to incorporate principles of Mindset

Responsible for implementation of co-requisite lab courses Oversees day-to-day operations of the Learning Commons Collects data for Objectives 3 and 4 formative and summative indicators	After year 2, this position supports all LC activities and is responsible for: -Development of Digital Learning Plans -Technical assistance to faculty in teaching the new SLS curriculum -Collaboration with Advisors to provide coaching services -Collection of data for Objective 5 formative and summative indicators
ADMINISTRATIVE ASSISTANT: RESPONSIBLE FOR CLERICAL OPERATIONS **Full time; Santa Fe College -Funded**	
This position will be hired. A well-qualified candidate will have the following qualifications: • 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 • Demonstrated knowledge of database management • Knowledge of business English, spelling, grammar • Experience with basic budget and accounting record keeping principles and practices	
Manages all clerical functions including project purchasing, reporting, meeting logistics, database management and other administrative functions. Serves on Title III Task Force	

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

design, curricula, assessments, and operational procedures; (7) Ensure *compliance* with all federal purchasing requirements through the SF Office for Finance; (8) Employ *Generally Accepted Accounting Principles* for financial management and report spending monthly through the District Department of Special Accounts Management; and (9) Institutionalize the Title III initiative by the end of the five-year performance period.

F.2. ADMINISTRATIVE AUTHORITY OF THE PROJECT: Administration of the project will be merged into the College structure and in accordance with all College Policies and Procedures.

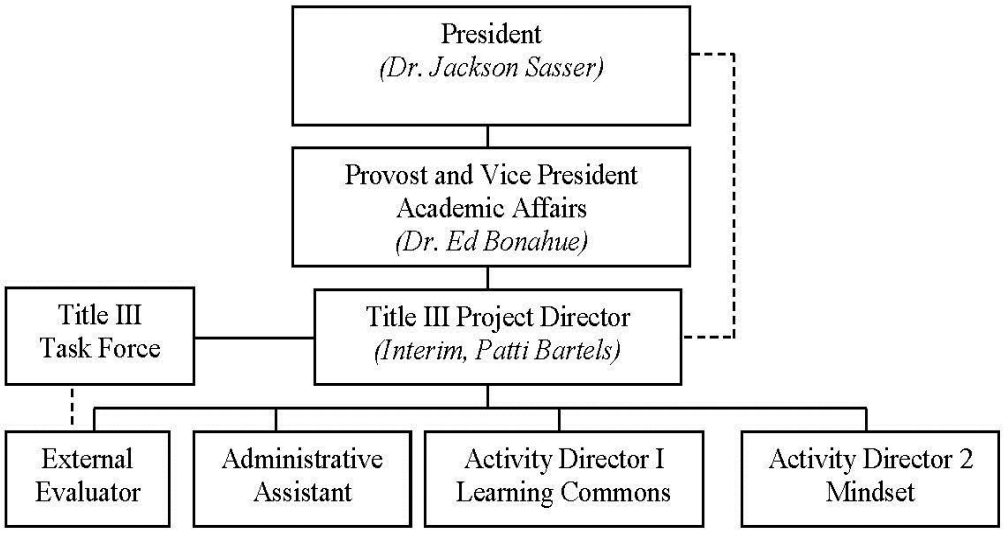
Title III Task Force: All program actions will be developed, assessed, and modified by the Task Force. The group will be created during the first month of the project and will consist of the President, Provost, VP Student Affairs, Associate Vice President for Academic Affairs, partners, project staff, faculty, facilities and IT representatives in year one, and beginning in year two, a student from the project. The Task Force and all of its subcommittees (Teaching and Learning, Partner Engagement, IT Support, Facilities Renovation, Evaluation) will be chaired by the Project Director and will include topic specific sub-committees for Curriculum Development, Partner Engagement, Teaching and Learning, IT Support, Facilities Renovation, and Evaluation.

***Project Director*:** The Project Director will *report directly* to the Chief Academic Officer and will engage in bi-weekly updates. *Access to the President* will be through the Task Force full team meetings with ad hoc meeting scheduled as needed. The Project Director will be a permanent member of the Coordinating Council, the Academic Affairs Chairs and Directors Meetings, and the Strategic Planning Committee. The President will: (1) delegate full authority and autonomy to the Project Director to administer the project, including the project budget, according to the grant application; (2) require the Project Director to perform only tasks directly related to project

activities; (3) permit the Project Director full and exclusive supervisory rights over project personnel, including activity leaders; (4) designate the Project Director as the primary liaison between the Campus and USDE; (5) intervene as needed to remove administrative barriers to project implementation; and (6) ensure open, impartial evaluation processes and reporting.

***Activity Directors*:** The Activity Directors will have direct access to the Project Director, VP Student Affairs, and Associate Vice President for Academic Affairs. The Project Director will: (1) delegate authority to Activity Directors to administer their respective areas; (2) require them to perform only tasks directly related to their respective areas; (3) obligate them to adhere to the original objectives of the grant application; (4) provide them with intensive, annual training through internal training, USDE workshops, and professional association offerings; (5) include them in open, fair, impartial employee appraisal processes; (6) allocate to them sufficient resources to implement their respective areas; and (7) include them in weekly staff meetings to monitor progress, advise, direct, and receive feedback from all constituents.

F. 3. CHART OF LINES OF AUTHORITY



G. QUALITY OF EVALUATION PLAN

G.1. DATA ELEMENTS AND DATA COLLECTION: The comprehensive evaluation plan includes quantitative and qualitative data to inform continuous improvement and sustainability planning, and to measure outcomes and impact. The PD is responsible for providing data to guide bi-annual meetings of the Taskforce Evaluation Subcommittee. These regular meetings represent a systematic and formal mechanism to insure that project tasks are implemented as outlined, faculty and staff receive training in alignment with project objectives, program management procedures are developed and followed, and appropriate data are collected and reviewed as planned.

SF will collect qualitative information through surveys and focus groups with project faculty, staff and students. Quantitative data will be collected by the college during the project to monitor implementation progress and to measure student progress toward key benchmarks and milestones. Table E-1 lists benchmarks that will be collected internally and shared with the Task Force. The Annual Performance Report documents implementation progress and assesses the degree to which goals are met and the capacity to serve target students has expanded.

TABLE E-1. Benchmarks for Continuous Improvement

What Information is Collected	Who Collects	Data Source	When Collected
Objective 1. Increase fall year 1 to fall year 2 retention for first-time degree seeking students			
Fall to Fall Retention full-time and part-time FTIC students	Institutional Research	College administrative records	Each fall
Fall to Fall Retention Gap between Black and White FTIC students			
Co-requisite course completion rates			Each term
Completion of Digital Learning Plans			
Objective 2. Increase three-year graduation rate for first-time degree seeking students			
College-level course completion rates for FTIC students	Institutional Research	College administrative records	Each term
Enrollment in transfer-level math course within one year for FTIC students			Annually
Course pass rates in introductory college-level math within one year			Annually
College-level course completion gap between Black and White FTIC students			Each term

Objective 3. Increase faculty and staff completion of professional development in Learning Commons			
Count of faculty participating in Learning Commons professional development	PD	Activity logs	Each term
Count of tutors and staff participating in Learning Commons activities		Activity logs	Each term
Count of faculty, tutors, and staff providing feedback on Learning Commons activities		End of year survey, focus groups, or electronic suggestion box	Annually
Objective 4. Increase faculty and staff completion of professional development in Mindset training			
Count of faculty participating in Mindset professional development activities	PD	Activity logs	Each term
Count of tutors and staff participating in Mindset activities		Activity logs	Each term
Count of faculty, tutors, and staff providing feedback on Mindset activities		End of year survey, focus groups, or electronic suggestion box	Annually
Count of FTIC students completing Mindset modules	PD	Activity logs	Each term
Count of FTIC students attending Learning Commons workshops		Activity logs	Each term
Count of FTIC students attending tutoring sessions		Activity logs	Each term
Count of FTIC students providing feedback on Learning Commons supports		End of year survey, focus groups, or electronic suggestion box	Annually

The third-party evaluator will collect unit-record data from the college to create a longitudinal database that will be used to measure the impact of the project on student outcomes. The third-party evaluator will report these data to the Title III Task Force at the end of year three (Interim Evaluation Report) and the end of year five (Final Evaluation Report). The student outcome measures for the third-party evaluation are listed in Table E-1.

TABLE E-2. Outcome Measures for Third-Party Evaluation

Outcome	Measure	Data Source	When Reported
College Completion (GPRA Measure #5)	Percentage of Students earning a college credential at SF within 3 years	Unit Record Database of	Final Evaluation Report

Credit Accumulation	Total Number of credits earned at SF during grant period.	Administrative Records	
Year to Year Persistence (GPRA Measure #3)	Percentage of students enrolling in the fall one year after initial fall enrollment		Interim and Final Evaluation Reports
Term to Term Persistence	Percentage of students enrolling in the fall or spring term after initial spring or fall enrollment		
Gateway Course Completion Rate	Percentage of students enrolling in gateway courses who pass course with 'C' grade or higher		
Credits Earned in First Year	Percentage of students earning 12 or more college credits within one year of enrollment.		
Credits Earned in First Term	Percentage of students earning 6 or more college credits in their first term of enrollment		

G.2. DATA ANALYSIS PROCEDURES: Santa Fe College will be leading a continuous improvement evaluation to regularly inform the Title III Task Force on implementation progress. The Project Director will coordinate data collection and analysis for the benchmarks identified in Table E-2. The PD, in collaboration the Evaluation Task Force, will insure that student participation data (e.g., tutoring, Mindset modules, completion of Digital Learning Plans, etc.) is linked to student ID's for analysis. At the end of the third year, the evaluator will provide preliminary data on the impact of the project on students' completion of targeted courses, credit accumulation, and persistence.

H. QUALITY OF BUDGET

The following table reflects the external funding the College requires to implement this project. All other funding needs are being met by restructuring internal resources, i.e., reassigning staff and redesigning spaces. Collectively, these resources will support curriculum redesign, active

advisement, and increased access to innovative supports via the establishment of a centralized Learning Commons. The renovation, furniture, and supply costs are based on the best State of Florida contract pricing and educational discounts.

TABLE H 1. – Budget Narrative (Requested Federal Funds Only)						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
1. PERSONNEL						
No salaries requested. Current employees will be reassigned to the Learning Center, thus ensuring program sustainability.						
2. FRINGE BENEFITS						
No fringe benefits requested.						
3. TRAVEL						
In-District Travel	450	450	450	450	450	2,250
An estimated 1,000 miles/year will be needed to travel to SF center locations in Alachua and Bradford counties (1,000 @ 0.45/mile = $450) for outreach to online participants and advisement for DLP development.						
Out of District Travel	1,644	1,644	1,644	1,644	1,644	8,220
Annual USDE (or similar) conference for Project Director estimates: airfare - $500, ground transportation - $50, registration - $350, lodging - $200/night for 3 nights = $600, meals - $36/day for 4 days = $144, Total = $1,644						
Subtotal: Travel	**$2,094**	**$2,094**	**$2,094**	**$2,094**	**$2,094**	**$10,470**
4. EQUIPMENT						
No equipment costs requested. Current equipment will be relocated to the Learning Commons. Sustainability is supported by current College budgets.						
5. SUPPLIES						
Report and evaluation supplies	2,000	2,000	2,000	2,000	2,000	10,000
Supplies will support the reporting and evaluation efforts of the grant.						
Subtotal: Supplies	**$2,000**	**$2,000**	**$2,000**	**$2,000**	**$2,000**	**$10,000**
6. CONTRACTUAL						
External Evaluator	45,000	40,000	40,000	40,000	40,000	205,000
Dr. Derek Price, Quasi-experimental Impact Study – During Year One, $45,000 is requested for the project's external evaluator and $40,000 per year for Years 2-5. The evaluation plan is a QED impact study to meet WWC Design Standards With Reservation.						
Mindset Intervention Curriculum Design	8,000	8,000	8,000	8,000	8,000	40,000
As part of the proposed grant activities, we will develop online growth and sense-of-purpose mind-set interventions to be delivered to Santa Fe College students. The modules will be designed by Dr. Omid Fotuhi, who is a social psychologist and project manager at the Stanford Interventions Lab, Stanford University, Palo Alto, California and SF instructional designers. Dr. Fotuhi's work will be completed in year 1, but is budgeted over the Title III timeline for budget management purposes.						
Subtotal: Contractual	**$53,000**	**$48,000**	**$48,000**	**$48,000**	**$48,000**	**$245,000**
7. CONSTRUCTION						
Heavy Remodel: Base Construction Costs – Classrooms & Corridor; 1st and 2nd Floors	183,340	183,340	183,341	183,342	183,342	916,705
Heavy Remodel refers to changing or transforming existing space for a different use, in this case: ▪ Demolition and removal of interior walls, casework, acoustical suspended ceiling system. ▪ Modifications and additions to existing fire suppression and detection systems, mechanical equipment and infrastructure, electrical distribution and capacity increase, structural penetrations						

▪ Addition of interior walls include carpentry/framing, drywall/plaster, door frames						
Light Remodel: Base Construction Costs; Room P266 & Adjacent Storage – – 2nd Floor	13,737	13,737	13,737	13,737	13,737	68,685
Light Remodel refers to: ▪ Modifications to mechanical systems distribution pathways and ductwork, sensors, acoustical suspended ceiling systems ▪ Modifications to electrical pathways to support additional receptacles, switches, occupancy sensors ▪ New finishes including painting, flooring, casework ▪ Install new network cabling						
Very Light Remodel: Base Construction Costs – Classrooms & Corridor; 1st and 2nd Floor	79,015	79,015	79,015	79,016	79,017	395,078
Very Light Remodel refers to: ▪ Relocation of egress openings to comply with life safety codes and accessibility codes ▪ Addition of interior walls include carpentry/framing, drywall/plaster ▪ Modifications to mechanical systems distribution pathways and ductwork, sensors, acoustical suspended ceiling systems ▪ Modifications to electrical pathways to support additional receptacles, switches, occupancy sensors ▪ New finishes including painting, flooring, casework ▪ Install new network cabling ▪ Install new light fixtures ▪ Install new doors and hardware						
Light Renovation: Base Construction Costs – Stairs, Restrooms & P112 – 1st Floor	Covered by College ($9,592)	Covered by College ($9,592)	Covered by College ($9,592)	Covered by College ($9,592)	Covered by College ($9,592)	Covered by College ($47,960)
Light Renovation: Base Construction Costs – Stairs & Restroom – 2nd Floor	9,592	9,592	9,592	9,592	9,592	47,960
Light Renovation refers to: ▪ Removal of existing flooring materials ▪ Level floors and install new flooring materials in compliance with accessibility codes including ADA stair tread/nosing, slip resistant tile, thresholds ▪ Install new toilet partitions ▪ Patch and paint all surfaces ▪ Install new integral sinks, toilets and fixtures ▪ Install new acoustical suspended ceiling system and light fixtures.						
Testing & Environmental	10,000	10,000	10,000	10,000	10,000	50,000
Testing/Environmental costs will include: ▪ Materials testing for existing asbestos containing materials (ACM) ▪ Abatement of ACM materials found ▪ Disposal fees						
Design Fees	27,454	26,454	26,454	26,454	26,454	133,270
Design Fees include**:** Architectural and engineering drawings including environmental hazard evaluation (asbestos) are estimated at $137,270 (The College will cover $4,000 of this item.) Requested funds - $133,270						
Furniture & Equipment	Covered by College ($64,059)	Covered by College ($64,059)	Covered by College ($64,059)	Covered by College ($64,059)	Covered by College ($64,059)	Covered by College ($320,295)

Furniture & Equipment will include blended active learning areas (photos in Implementation Strategy) as follows: 1) Learning stations for P-160 and P-260 (center section) $54,591 x 2 = $109,182; 2) Learning stations for P-161 and P-261 (side section) $80,258 x 2 = $160,516; 3) Learning stations for P-165 and P-265 (side section) $77,767 x 2 = $155,534; 4) Private study stations inside Learning Commons $15,465 x 2 = $30,930 (1st and 2nd floor); 5) Learning stations for hallway study niches $5,651 x 4 = $22,604; and 6) Learning stations for hallway study niches $13,765 x 4 = $55,060 Total furniture estimate is $533,826 less 40% discount = $320,295.						
IT Development Costs						
Wired Data – Data cabling, Rack and cable management for P204 and installation costs	12,000	12,000	12,000	12,000	12,000	60,000
POE Network Switches	2,400	2,400	2,400	2,400	2,400	12,000
Wireless	1,800	1,800	1,800	1,800	1,800	9,000
IT Development Costs $60,000 Wired Data – data cabling about 200 jacks total/about 100 per floor which includes the following: - Jacks for expanded wireless, additional network for Creston in all classrooms, additional network for three Creston learning pods/area/groups in common areas, additional network for six locations in common areas for general multi-media, additional network for specific study/collaboration zones. - Rack and cable management for P204. P204 will easily accommodate expansion. - Labor to install $12,000 POE Network Switches - Quantity 5, to activate every jack and room to grow. - Additional UPS $9,000 Wireless - Quantity 6, Aruba 225. 3 for each floor. One to cover the three classrooms and two for the Learning Commons area, each floor.						
Subtotal: Construction	**$339,338**	**$338,338**	**$338,339**	**$338,341**	**$338,342**	**$1,692,698**
8. OTHER						
Tutor Training and Certification CRLA	2,500	500	500	500	500	4,500
Student Incentives for Participation	14,375	23,750	23,750	23,750	23,750	109,375
Subtotal Other:	**$16,875**	**$24,250**	**$24,250**	**$24,250**	**$24,250**	**$113,875**
Tutor Training – Project Director will attend trainings to gain knowledge and develop tutor training system to prepare all tutors to be CRLA Advanced – Level 2 Certified Tutors. CRLA Level 1 & Level 2 certification testing is also included. **Student Incentives for Participation –** Students demonstrating success (highest cohort GPAs) and those attending at least one advisement session during each semester, will be provided with financial incentives to encourage their participation and success. 375 students will receive a $25 incentive for completing 1 advisement session in each of 2 terms. Students with the top 50 with the GPAs will receive a $100 incentive. $14,375 is budgeted for first year and then $23,750.00 is budgeted annually thereafter for monetary incentives.						
TOTAL FEDERAL COSTS	**$413,307**	**$414,682**	**$414,683**	**$414,685**	**$414,686**	**$2,072,043**

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