

Application to the Awards for Innovation in Higher Education

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Application Abstract

San Francisco State University submits this application to the Awards for Innovation in Higher Education, on behalf of the Metro College Success Program and related policy reforms. Co-founded in 2007 with partner City College of San Francisco, Metro has a consistent six-year track record of sharply boosting timely graduation and transfer for disadvantaged students. A rigorous cost efficiency study showed that Metro produces measurable cost reductions of \$22,714 per community college graduate or transfer student, and \$17,879 per CSU graduate. Metro was developed to be scaled up and sustained throughout California community colleges and universities.

Metro is a comprehensive re-design of the first two years, the time of heaviest attrition for disadvantaged students. Each academy creates a personalized educational home for up to 140 students, via three components: (1) a guided pathway of general education courses required for all 289 majors in the CSU, with students taking two linked classes together each semester over four semesters, cohort-style; (2) student services anchored in those courses; and (3) a 45-hour Metro faculty development process. We are now operating nine highly successful demonstration sites at San Francisco State University and City College of San Francisco. By 2018, we will expand to 32 Metro Academies at our home institutions. We will also initiate statewide scale-up, providing proactive technical assistance to disseminate the Metro approach to two community colleges and up to three CSUs (see letters of support).

Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

A handwritten signature in black ink that reads "Leslie E. Wong". The signature is written in a cursive style with a large, stylized 'L' and 'W'.

Dr. Leslie E. Wong
President
San Francisco State University

1. Program/Institutional Goals

The San Francisco State University Office of Research and Sponsored Projects respectfully submits this application to the Awards for Innovation in Higher Education, on behalf of the Metro College Success Program and related policy reforms. Metro, co-founded with partner City College of San Francisco in 2007, now operates nine Metro Academies at our home institutions. Each academy is a small ‘school within a school’ for up to 140 students during their first four semesters. Our program is geared to students who are low-income, first-generation, and/or underrepresented, with this overlapping demographic best summarized as disadvantaged or Pell-eligible. We reach out to these students through established permanent recruitment pipelines in inner-city high schools. Virtually all Metro students are disadvantaged.

Metro increases equity in timely transfer and college completion in a sustainable and scalable way. Our overarching goals are to: (1) Redesign the first two years of college to improve student outcomes, and (2) Spur broad adoption by regional and state community colleges and universities, by providing justifications, tools, training and policy reforms. A cross-campus team of faculty from both of our institutions set forth these goals in a 2006 proposal which was endorsed by senior leaders of our home institutions as well as the California State University (CSU) and the California Community College (CCC) systems. Since then, successive senior leaders have continued to invest in Metro expansion.

The first two years of college are the critical period when attrition is highest. **In the CCC system, more than six in 10 underrepresented students drop out before graduating or transferring; in the CSU system, almost four in 10 underrepresented students drop out before their junior year.**¹ The program prevents attrition through three components: (1) a four-semester course pathway; (2) student services anchored in these courses; and (3) a 45-hour Metro faculty development process. As we will discuss, Metro has resulted in students achieving very high rates of three-year transfer-preparedness² and four-year graduation relative to comparable non-Metro students. In addition, a 2013 cost efficiency study showed that, at City College, Metro reduces costs by \$22,714 per completer³, and at SF State, Metro reduces costs by \$17,879 per graduate.

In 2014, we established goals for 2015 to 2019, summarized below.

Goal I: Demonstrate Metro’s scalability and impact on graduation and transfer in CSU and community college settings. At SF State, provide Metro to 100% of all Pell-eligible students by 2018, tripling four-year graduation rates of Metro students, and lifting institution-wide four-year graduation rates from 19% to 34% by 2022. At City College, continue to nearly triple the rate of transfer-preparedness within three years for Metro students versus comparable students; by 2017, raise the institution’s number of transferring underrepresented minority (URM) students from a baseline of 394 to 592, an increase of 50%.

Goal II: By 2017, complete a cost-efficiency study on scaled-up Metro Academies, to re-test the hypothesis that Metro produces a net cost reduction per graduate.

Goal III: By 2018, evaluate policy changes to ease transfer and increase timely graduation.

Goal IV: By 2018, implement the first phase of statewide scale-up by providing proactive technical assistance to disseminate Metro to two community colleges and up to three CSUs.

Goal V: Assess ongoing progress on goals, objectives and outcomes using technology tools such as Salesforce database/dashboards and student electronic portfolios.

¹ Appendix C contains a reference list of citations throughout this application.

² “Transfer-prepared”: Completes 60 transferable units; college-level English and math and GPA of C or better.

³ “Completer”: A student who graduates, transfers, or both.

2. Student Profile/Barriers to Four-Year Graduation/Transfer

Statistical Profile. Nearly all Metro students are disadvantaged—first-generation, low-income, and/or underrepresented. In aggregate, 63% are Pell-eligible (very low-income) and 61% are female. Latino students are the largest ethnic group we serve (47%), followed by Asian (21%) and African American (11%) students (see data flyer, Appendix B page 2). At present, we do not track data on foster youth, students with disabilities or veterans.

Factors Affecting Transfer/Graduation. Metro was founded by an established leadership team made up of faculty leaders from both institutions who had worked together on large-scale educational initiatives since 1992 (described in Item 8). In 2006, we evaluated this work and decided to take concerted action to address very low rates of transfer and graduation for disadvantaged students. We carried out extensive research, reviewing nearly 100 research studies and books to learn about best practices. We studied institutional and demographic data, and consulted with prominent education researchers. We continue to update this research (Appendix C lists all sources cited in this application).

In our view, the evidence points to one overall conclusion: Current practice in public postsecondary education produces weak results for disadvantaged students, and does not make the most efficient use of resources. Nationally, graduation rates at universities and community colleges have shown virtually no improvement since data began to be collected, and there is a widening graduation gap between low-income students and their more affluent peers. California's community college system has nearly one fourth of US community college students, and serves three quarters of our state's Latino college students and two thirds of African American college students. Yet of California community college students who show intent to transfer⁴, only 18% of Latina/o students and 15% of African American students actually complete their two-year degree and transfer within six years. California has nearly the worst bachelor's graduation gap between underrepresented students and their white peers, ranking 49th out of 50 states.

There are substantial costs of attrition, delayed time to degree, and students taking "excess units" (courses that are off-path for transfer/graduation). Two examples: Nationally, a 2014 study by Complete College America found that only 5% of public community college students and 19% of 4-year students graduate on time (two and four years respectively). Students and their parents must spend \$15,933 more in cost of attendance for every extra year of a public two-year college, and \$22,826 for every extra year at a public four-year college. In California, the Legislative Analyst's Office estimates that in the CCC, excess units cost the state \$160 million per year, enough to serve 40,000 additional community college students and 14,000 CSU students annually. These costs often have low visibility, and are assumed to be inevitable.

Against this backdrop, we see six main barriers to transfer and graduation for disadvantaged students. The first is a lack of guided pathways to ensure students take the correct classes that count for transfer and graduation. Many students have limited access to academic advisors; are unprepared for placement testing, then find themselves stuck in long sequences of remedial courses that don't count for transfer or graduation; cannot get into required classes and feel pressed to sign up for random classes to keep their financial aid eligibility; and/or face inconsistent transfer agreements between community colleges and CSUs (now starting to be addressed through SB 1440). The Community College Research Center (CCRC) has found that

⁴ "Behavioral intent to transfer": (1) Completion of at least 12 credit units; and (2) Attempting a transfer-level math or English course

most community college transfer students do not obtain an associate degree before exit. If they falter in their junior or senior years, they end up with no degree at all.

Second, many students experience a lack of academic and social support. This is an especially serious problem for students whose parents did not go to college and can't help students navigate. The Community College Survey of Student Engagement (CCSSE) looked at the success factors for students who *do* succeed in graduating, stating: "Personal connections are ... a critical variable that improves the odds of persistence." Pascarella and Terenzini's 2005 book, *How College Affects Students*, a magisterial review of nearly 2600 studies on college success over two decades, concluded that, "...in the aggregate, interaction with peers is probably the most pervasive and powerful force in student persistence and degree completion." However, most low-income students juggle work and school, and commute to campus only for classes. The odds are against them forming strong personal connections—with peers, advisors or faculty.

Third, many disadvantaged students come from resource-poor inner city high schools, and arrive at college with weak academic foundation skills in the critical areas of writing, math, critical thinking and oral communication. Their early courses are often large classes that bear no connection to their field of interest. It is common for instructors of remedial or required GE courses to use non-engaging teaching methods such as PowerPoint-based lectures, although research has found that using interactive problem-solving and relevant cases is associated with better retention of information, and higher satisfaction levels.

Fourth, student services, including academic advising, tutoring and financial aid, are disconnected from students' main point of contact with the institution—classes—and are often difficult to access. A CCRC study states, "...For many reasons, students who need supports may never seek them out. Students may not think they need help; they may not know the services exist; ...they may be confused about how to find or use the service; or they may feel that using the support would flag them as being unworthy, unintelligent, or 'not college material'." One example: The recommended counseling ratio is one college counselor per 370 students, but in California, the ratio is one to 1700, leaving students with rushed encounters with harried counselors.

A fifth barrier is the lack of professional development and processes for continuous program improvement. Postsecondary education is the only segment of U.S. education in which instructors are never taught how to teach.

Last, most institutions lack explicit student learning outcomes and cultures of accountability for what is to be learned in each course. All of these factors contribute to students getting "passed along" without effective interventions to improve complex skills such as writing.

Today 73% of California's youth 18 and under are from communities of color, with fully half being Latino. This new California is our state's future. Decades of dismal graduation statistics for disadvantaged students underline the urgency of change. Completing a bachelor's degree is a multi-year endeavor that places demands on students on many levels—academic, social and financial. We do not believe that quick fixes or add-on programs are sufficient. What's needed is a comprehensive approach. Metro is showing how to do this, in a way that is both scalable and sustainable. We will now discuss how Metro addresses these barriers.

3. Changes to Practice Prior to January 2014

We begin this section with a summary of changes we introduced before 2014, and then describe Metro, its impact to date, lessons learned and challenges, concluding with a summary of Metro’s status at the end of 2013. (See Appendix B page 1 for a graphic of the guided pathway.)

Summary. Between 2007 and January, 2014, we launched three Metro Academies at SF State and two at City College (Metro Academies of Health at both campuses in 2008, Metro/Child Development at both campuses in 2010, and Metro/Science at SF State in 2012). Following pilots and an initial program evaluation by an external team, our Institutional Research (IR) departments set up an automated process for evaluating Metro student outcomes versus comparable non-Metro outcomes. An external researcher completed a study of Metro’s cost efficiency in 2013 (discussed in Item 6). Leaders in our home institutions permanently earmarked some 75 required GE courses as Metro-specific sections. With grant funds, we established a Metro Dissemination Center to support scale-up. While we expanded in our home institutions, we also laid the groundwork for future CSU and CCC dissemination: We held a statewide three-day Metro Institute, gave presentations, developed a network of leaders interested in adopting Metro, and prepared a detailed dissemination toolkit (see Appendix B page 4).

Metro Description. In the table below, we summarize how Metro addresses the main barriers to transfer and graduation. In addition to what we have previously noted—Metro’s guided pathway, student services and faculty development—we now also describe Metro’s strategies for building academic foundation skills and creating a culture of accountability.

Barriers to Transfer/ Graduation	Metro Elements
Lack of educational pathways	<ul style="list-style-type: none"> • Guided pathway for students’ first four semesters containing two linked GE courses per semester (Metro “core courses”), with guaranteed seats. • All core courses satisfy GE graduation requirements for all 289 majors in the CSU system, whether taken at a CCC or CSU. • Each Metro is organized with a broad career or topic theme infused in all the courses in the pathway, relevant to students’ interests.
Lack of academic and social support	<ul style="list-style-type: none"> • Each Metro is a community focused on high academic standards, accountability, and strong support between students, faculty and staff. • Each is led by a coordinator (a carefully selected/trained faculty person).
Weak foundation skills (writing, math, critical thinking and oral communication); ineffective strategies for skill-building	<ul style="list-style-type: none"> • Each pair of courses links a GE foundation skills course, such as math, to a GE course tied to the student’s broad field (e.g., Biology 1). • A sequenced curriculum ensures that students repeatedly practice academic foundation skills through increasingly challenging assignments. • Metro instructors are trained to use evidence-based high-impact practices; this includes engaging and interactive methods to teach complex foundation skills such as writing. • Curriculum is relevant to students’ realities; explores current issues.
Disconnected student services	<ul style="list-style-type: none"> • Student services are not remote, but are brought to Metro classes (e.g. financial aid staff come to class to explain deadlines and resources). • Students must meet with their Metro academic counselor each semester. Counselors also advise students on non-Metro courses to complete.

Barriers to Transfer/ Graduation	Metro Elements
	<ul style="list-style-type: none"> • Faltering students are required to work with Metro-trained tutors. • City College Metro students receive hands-on guidance in timely graduation and transfer procedures.
Lack of accountability	<ul style="list-style-type: none"> • Core courses target specific student learning outcomes based on local and national standards, with associated grading rubrics. • Coordinators and Metro instructors monitor key student performance indicators (such as completed assignments) and intervene early as needed. • Metro faculty and institutional leaders review overall program outcomes annually.

Impact to Date. Metro is a mature program which has generated years of consistently strong results. Here we provide highlights of Metro’s impact to date on student outcomes (see also Appendix B, page 2). Nearly all Metro students start college placing at one to three semesters below college-ready. However, at SF State, the aggregate results for academies of Health, Child Development and Science show that, as Metro students enter their senior year, they outperform their more advantaged peers—all other first-time full-time freshmen (FTFTF)—by 12 percentage points (76% persistence for Metro students vs. 64% of all FTFTF). Metro/Health, the most mature academy, graduates students in four years at double the rate of similar Pell-eligible students not in Metro (24 vs. 12%). At City College’s Metro flagship, Metro students are nearly three times as likely to be transfer-prepared within three years, versus a comparison group of similar non-Metro students matched on eight variables (54% vs. 21%).

Lessons Learned/Challenges. From the many lessons learned, two stand out: (1) Metro’s approach needs to be adapted to the specific conditions at different institutions. For example, during our pilot year, we learned that our two institutions’ course pathways needed to be very similar but not identical. We also found that, because resources are thinner at community colleges than at CSUs, some program elements, such as information technology infrastructure, take more time to establish at City College. (2) We initially designed Metro as a pathway around a department-specific major, but quickly found that our young students sometimes changed majors, which meant leaving Metro. In 2011 we solved this by creating a universal general education pathway that works for *all* CSU majors. Regarding challenges, we launched Metro just as California entered a five-year period of harsh budget cuts, which slowed our progress on dissemination. Even in this adverse environment, though, our senior leaders allowed our new program to not only survive, but even to expand significantly. In 2012, the Accrediting Commission for Community and Junior Colleges (ACCJC) made an unexpected decision to put City College on “show cause” status; in 2013, it announced future termination for 2014. As we discuss in Items 7, we are confident that this will be favorably resolved. In the event of a worst-case scenario, we have a contingency plan in place.

Status at End of 2013. In 2012 and 2013, institutional leaders supported our successful proposals to the US Department of Education’s Strengthening Institutions Program (SIP) and the CSU Chancellor’s Office’s Student Success Initiative, aiming to fully institutionalize and scale up Metros to serve a majority of disadvantaged FTFTF at SF State. This set the stage for major advances in 2014, and helped us develop a robust Metro infrastructure for community college scale-up.

4. Policies/Practices Initiated in 2014

Status at Year's Beginning. By the start of 2014, we had made progress on our overarching goals to demonstrate a sustainable redesign of the first two years of college and spur dissemination. We had five academies—two at City College and three at State. All were producing markedly improved rates of persistence and, at City College, transfer. Based on course completion and grades, students in our most mature Metro at SF State were on track to achieve higher four-year graduation rates than their more advantaged peers (all first-time full-time freshmen, FTFTF). At SF State, we had expanded from the original Metros of Health and Child Development to a very different career area—Science. There, we found that we could quickly adapt our GE course pathway, even in a field with far more technical requirements. This gave us confidence that we could expand Metros to a wide range of disciplines.⁵

Based on the cost efficiency study completed in 2013, we had learned that Metro required an extra investment, but reduced net overall costs per grad by cutting attrition, time to degree and excess units. At City College, Metro required an extra investment of \$740 per student per year for two years at City College, but the cost reductions leveraged each dollar invested by 15 times. At SF State, Metro required an extra investment of \$470 per student for two years, but the cost reduction leveraged each dollar of investment 19 times. In short, Metro enabled us to use existing resources more efficiently. (Discussed in Item 6.)

In terms of dissemination work, we had earned strong interest from other colleges and CSUs and statewide central offices. We created a detailed toolkit with templates and training outlines for starting a Metro, and tested it with each of our new academies. We found that new start-ups went more smoothly and took a fraction of the time of the earlier start-ups (see Appendix B page 4 for the toolkit table of contents).

Beyond these five Metro programs, we were demonstrating a way to achieve very deep alignment between the CCC and CSU systems. Metro's structure is similar to traditional transfer programs in that its community college students complete coursework and then transfer to a four-year university. However, one of Metro's innovations is that it operates simultaneous, nearly identical Metros for community college and university freshmen and sophomores, who converge as juniors at university. In other words, Metro simultaneously improves completion rates in two segments. With integrated cross-campus leadership, nearly identical course pathways, shared recruitment, joint faculty development, a common curriculum, and parallel methods for evaluating results, Metro is a working model of strong intersegmental alignment.

By the start of 2014, we had built strong working relationships with 33 Bay Area high schools, as well as 16 community-based college prep organizations (see Appendix F page 3). This outreach strategy let us keep a "first come, first served" enrollment policy, while also enabling us to fill our cohorts with disadvantaged students. We require Metro students to carry 12 units or more per semester, and meet placement guidelines (at City College, two-three semesters below college-ready, and at SF State, the top third of students' high school class—with Metro students generally testing at one to two semesters below college-ready). Our aim is not to offer a boutique program for a small number of honors students, but to support a broad swath of historically underserved youth.

Metro Leadership Roles and Start-Up. In our home institutions, Metro has two levels of leadership: a "Metro Central" leadership team, and the Metro Academy coordinators.

1. The joint "Metro Central" leadership team oversees Metro functions spanning both

⁵ However, we learned that SF State Metro students in STEM majors (e.g., Metro/Science and Metro/Engineering) need five years to graduate, as virtually all start college needing remediation in math.

institutions, such as outreach and recruitment, faculty and curriculum development, and program evaluation. This group also prepares for dissemination by leading development of the toolkit, and by building external relationships, as described in Item 8. Most members of the leadership team are faculty or department chairs. Since 2007, our institutions have supported Metro's two co-executive directors with assigned time for Metro development.

2. Each Metro coordinator serves as a 'home room teacher' for their academy's 70 first-year and 70 second-year students. The coordinator personally teaches the first-year experience seminar, which introduces students to both college and their field of interest, setting up a supportive relationship that lasts throughout the program. Along with instructors of linked Metro courses, the coordinator monitors key student performance indicators and ensures that problems are addressed early. The coordinator guides preparation of the Metro pathway and courses, as well as ongoing Metro faculty development.

Each Metro requires a start-up period which involves the following steps: (1) Institutional leaders designate the broad Metro career or topic theme (e.g., Engineering, Health, etc.); (2) College deans, department chairs and the Metro team select academy coordinators; (3) The academy coordinator, with a Metro Central curriculum expert and academic counselor, select that Metro's pathway courses; (4) The coordinator, department chair and the Metro team select faculty; (5) Coordinators complete training; and (6) Faculty and coordinators complete 45 hours of faculty development. The faculty development process prepares instructors to use high-impact practices that have been found to produce quantifiable compensatory effects for low-income and underrepresented students (See Appendix C page 6). Faculty development also includes the process for preparing core courses to target specific student learning outcomes and progressively build foundation skills. During the start-up phase, our recruitment team reaches out to students. Next, we'll discuss our work in 2014.

Scale-Up. In 2014, SF State completed the first wave of its 2012-13 commitment to expand to 13 Metros serving 54% of Pell-eligible FTFTF and 25% of all incoming freshmen. Four new Metros enrolled students: Engineering, Ethnic Studies, Liberal and Creative Arts and a second in Health. SF State prepared to launch three new 2015 Metros, in Business, Education and a second in Liberal and Creative Arts. These 10 academies mean that each of the six Colleges in the University host one or more Metros.

City College also made gains in expansion. There, we now had a new chancellor and vice chancellor of academic affairs who had quickly affirmed the value of Metro, even as long-time deans continued their strong support. In 2014, senior leaders made concrete commitments to Metro, making it clear that they view it as a 'phoenix rising' from the challenges of recent years. They committed to expand from the current two Metros at the main campus to a third academy at the Mission Center. In turn, this will serve as the anchor for future expansion—Metro Academies of Science, Education and so on. Meanwhile, a series of legislative actions and Superior Court rulings continued to point toward a favorable resolution of City College's accreditation issue, as described in Item 7.

Institutionalization. Metro's main program expense is its courses, which are already on general funds. Redeploying courses for Metro students has no extra cost, but does require approval from deans and department chairs. Even during years of budget reductions, leaders had agreed to this redeployment because they could see much higher completion rates. By the start of 2014, Metro's course pathways for the five existing Metros had been largely institutionalized.

However, at the administrative level, Metro still functioned as an add-on program to standard institutional practice. The Metro team had to prompt administrative offices to

implement work-arounds to their normal way of doing business. For example, Metro's staff had to ask the SF State registrar's office to manually co-enroll Metro students in linked courses, and Metro staff conducted their own student orientation sessions separately from institutional orientations.

In 2014, we made a qualitative transition to 'deep institutionalization,' particularly at SF State. Now most Metro processes have now been retrofitted into the standard operating procedures of each relevant unit of the University. This institutionalization process included:

1. *Developing Memoranda of Understanding (MOUs)* to set clear expectations for every aspect of Metro with leaders of involved areas. We have MOUs for co-enrolling students in courses, faculty recruitment and professional development, academic counseling/student services, and IR data reporting.
2. *Implementing scaled-up recruitment and intake processes.* We began having student workers call lists of Pell-eligible students newly admitted to the University. We also stepped up our use of social media. We automated the Metro application form. The University's orientation built in a new Metro-specific segment. Our recruitment team began coaching incoming students on placement testing, and providing study guides to boost their placement results. These steps resulted in filling all Metro cohort slots with students who received personal attention and guidance as they smoothly completed applications, placement and orientation.
3. *Automating the enrollment process.* All Metro students are assigned a code which ensures that they enroll in the correct course sections with no manual workarounds.
4. *Securing a new dedicated Metro student resource room* for tutoring and student services, replacing the former need to borrow office space.

At City College in 2014, Metro also made great strides toward deep institutionalization. To stabilize the leadership of our existing Metro Academies and spearhead expansion work, the College allocated new permanent positions: a rare full-time tenure-track faculty position, a .5 counseling position, and a .2 administrative assignment to oversee all Metro Academies. Deans and chairs have already submitted requests for an additional tenure-track faculty and a full-time counseling position for the new Metro Transfer Center. The Mission dean, Jorge Bell, allocated a high-profile suite of rooms for the permanent headquarters. The student services dean gave Metro a prominent place in the Frisco Day all-College recruitment event.

Metro's model development and start-up required external funds. As we demonstrated strong results and stable funding for expansion came in, we moved key staff from grant funding to permanent positions.

2014 Metro Program Improvements. The following section builds on the discussion of barriers and Metro solutions covered in the last two items.

Guided Pathways. 2014 was the first year we simultaneously set up four new course pathways. With our established methods and toolkit materials, this went smoothly, again building our confidence that we could carry out this step with future rapid expansion.

Academic and Social Support. In 2014, we introduced training for Metro coordinators. It covers how to manage Metro's student services, coach instructors on teaching skills, lead ongoing faculty development, and guide continuous quality improvement work using Metro's new Salesforce data base (discussed below). Previously, coordinators had been trained informally, one-on-one. With this training, we were prepared for continued expansion.

Academic Foundation Skills. We formally implemented supplemental instruction for math with Metro/Science and Metro/Engineering (previously piloted with Metro/Science). STEM majors require that students complete gatekeeper courses, such as calculus. These have

such high failure rates that they are informally referred to as “killer courses,” particularly wiping out students who do not have strong academic backgrounds, place into remedial math, and/or do not have the means for private tutoring. We have seen that Metro students—who often have all of these descriptors—*can and do* thrive if they receive additional support, so we provide an additional one-hour supplemental instruction lab. A tutor who knows the gatekeeper course—typically an upper division student who is a Metro grad—works with students to help them complete homework assignments. Through our new Salesforce database (described below), we will be able to measure the impact of this instruction on persistence and graduation.

Integrated Student Services. In 2014, Metro further developed and scaled up its approach to student services. Metro-dedicated academic counselors come to Metro classes to set up meetings with each student each semester, then follow each student over time to make sure transfer/graduation stays on track. In 2104 we worked out a sustainable staffing structure for this academic advising. SF State has one professional academic counselor who oversees academic advising for all Metro students, supervising seven second-year graduate students completing master’s degrees in academic counseling. We have a similar advising configuration in place at City College.

Faculty Development. In 2014, Metro restructured its faculty development, which resulted in 45 instructors from both campuses completing the development cycle, double the attendance of past years. Previously, we had spread faculty training over two years, but this did not work well, as many adjunct faculty could not control the times of their classes and therefore often had schedule conflicts with Metro workshops. We decided to compress development into four-day sessions offered twice a year during the winter and summer breaks, plus a series of follow-up meetings. This restructured format solved the scheduling problem; it also forged strong bonds among the faculty for each new Metro as it was getting off the ground.

Accountability. Our two major outcomes are transfer-preparedness and timely graduation rates. To measure these, our IR departments tap institutional data to prepare annual reports comparing Metro students to similar non-Metro students. We monitor persistence—completing one semester and continuing on into the next—as an intermediate measure of whether students are on track to transfer/graduate. Our IR directors have emphasized that persistence is an extremely important intermediate success indicator. Metro students clock consistent gains each semester, while many similar non-Metro students drop out.

To monitor student progress, Metro coordinators and instructors look at finer-grained student performance indicators such as attendance, grades, and meetings with academic advisors. In 2014, we set up a new Salesforce database to automate this tracking and allow us to prepare queries and reports without having to make requests to IR. By the end of 2015, the database will be fully developed. It will send automated reminders and other communications to Metro instructors and coordinators. It will provide dashboards displaying outcomes for each Metro, each institution’s aggregated Metros, and all Metros across institutions. The dashboards will enable us to compare the performance of an individual Metro to other academies, as well as see overall student outcomes. SF State’s database is beginning to generate reports (Appendix H), and the new tool is already becoming indispensable.

Also in 2014, we developed a new way to measure Metro’s impact on students’ writing skills. Starting in 2015, new Metro students will complete a “signature” writing assignment to meet specific student learning outcomes; they later repeat that assignment in their final Metro class. A team of faculty will randomly select a sample of pre- and post-Metro course signature assignments and determine the extent to which writing skills have improved, using rubrics

adapted from the American Association of Colleges and Universities (AAC&U).

Finally, we arranged to collaborate with a researcher on a study of the impact of psychosocial factors, such as a sense of belonging and social support, on the success of disadvantaged Metro students. Data will be collected in the spring 2015 and 2016 semesters to measure changes, increasing our base of evidence on Metro's impact.

Metro Plus Junior-Senior Follow-up. In 2014, we also decided to implement a junior-senior Metro follow up program. Using grant funding, SF State's Child Development/Metro experimented with junior-senior course pathway and tracking by the Metro coordinator and counselor. This resulted in four-year graduation rates that were more than four times the rate of similar non-Metro Pell-eligible students (53% versus 12% respectively). However, these features were made possible only because of ongoing support from a foundation, and would not be feasible for a larger number of Metros. Learning from this, we decided to adapt a junior-senior follow-up program for all Metro Academies, but in a more limited and sustainable way. We know that students continue to need advising, help with challenges, and financial guidance in their junior and senior years. We also know anecdotally that juniors and seniors run into problems getting into overcrowded upper division courses, and that the University does not have a mechanism in place to monitor or address this. Our Metro Plus follow-up program will consist of a new one-unit course in each of students' final four semesters. This course will anchor services including group academic advising, graduation application workshops and financial aid help. We will also work with institutional leaders to address issues of lack of access to needed classes.

What is the projected impact on graduation rates of Metro Plus? Based on the rates achieved by Metro/Child Development and our more modest interventions planned for Metro Plus juniors and seniors, we project that by 2023, the four-year graduation rate for all Metro students will have increased from 24% to 36%, tripling the current non-Metro Pell student four-year graduation rate of 12% (with a distinct five-year rate for STEM majors, see Item 5).

Policy Work. Our commitment to scale-up is also reflected in our plan to carry out policy work to ease transfer, increase graduation and realize the potential of SB 1440, the Student Transfer Achievement Reform Act of 2010. This law was designed to solve the problem of inconsistent transfer requirements from one university to the next, even from one department to the next, which made it difficult for community college students to efficiently prepare for transfer. SB 1440 directed CSUs and community colleges statewide to agree on *associate degrees for transfer*, a consistent degree map for each high-volume major—now being phased in. Upon completion of an associate degree for transfer, the student is eligible for transfer with junior standing into the CSU system, and no additional requirements may be imposed.

We will work toward two policy changes to boost transfer and graduation:

1. A requirement that 100% of transfer students get their associate degrees on exit from community college, versus the one out of three students who do this currently. As mentioned in Item 2, although the process of applying for an associate's degree is relatively trivial, many students reason, "I want a bachelor's degree, so why should I apply for an associate's degree?" However, too often students falter in their last two years, and end up with no degree at all. The CCRC identified this requirement as one of two "low-hanging fruits" to boost graduation rates at modest cost, finding that students who transferred with an associate's degree were 77% more likely to complete a bachelor's degree within four years. We intend to demonstrate this policy in phases, starting in City College's Metros, and then expanding to all City College transfer students, and finally working with allies towards a statewide policy

change.

2. The establishment of an *affiliate campus* relationship between City College and SF State, so that City College Metro transfer students have guaranteed admission to SF State with full junior status. This is similar to having Metro operate as a branch campus of SF State, except that it will be completely administered by City College. Twenty-two states have unified university and community college systems with such lower division branch campuses, but California is not one of them. This innovation would ease transfer, and has potential to expand California's bachelor's graduation capacity while controlling costs.

Under agreements to be formalized in 2015, students who successfully complete the Metro program will no longer need to apply to SF State, but rather will be "reassigned" as juniors at SF State. Metro transfer students would also receive bonus points in competition for admission to the many impacted (overcrowded) majors at SF State. This arrangement would be overseen by regular consultation between Metro Leadership Councils at SF State and City College—the annual meeting of all involved vice presidents/vice chancellors, deans, and department chairs involved with Metro.

Status at End of 2014. In 2014, we set forth a strategic vision for rapid scale-up over the next four years. Unlike the difficult budget years of 2008-2013, Metro now has a tail wind to speed us along.

In the CCC, Metro aligns very strongly with a renewed focus on transfer, and more support for for-credit classes and degrees. The CSU has expressed a very strong commitment to Metro scale-up. At a December, 2014 national meeting of college presidents and education leaders, part of the White House College Opportunity Day of Action, CSU Chancellor Timothy White announced seven commitments, including: **"In the immediate future, the CSU commits to promoting and expanding on the Metro Academies model of high-intensity student learning communities, bringing it within reach of a greater number of universities and community colleges."** This gives us cause for optimism that the time for statewide dissemination of Metro has arrived.

5. Planned Changes to be Implemented After January, 2015

Next, we present our vision and expected timeline to move toward our overarching goals: Redesigning the first two years of college to improve student outcomes, and spurring broad adoption statewide. As Appendix A shows, the required institutional and system leaders are strongly committed to this work: SF president Leslie Wong, City College chancellor Arthur Q. Tyler, CCC system chancellor Brice Harris, Diablo Valley College president Peter Garcia, and Skyline College president Regina Stanback Stroud. Appendix C contains a timeline.

In order for Metro to move the needle on the number of students who attain bachelor's degrees, graduate in four years, and successfully transfer, we need to implement at scale. Long-term, we would like to see colleges and universities shift to a Metro-type redesign of the first two years for *all* students—an idea already under discussion at SF State. However, because disadvantaged students make up such a large portion of our state's incoming college students, and because their graduation rates have been so low for so long, educational leaders need to begin by making Metro available to significant numbers of historically underserved students— young people who are low-income, first-generation and/or underrepresented.

Metro requires leadership commitment to earmark existing classes for Metro, and an extra ongoing small investment per student to provide the program coordination and student services needed for a coherent program. This investment is more than offset by reduced costs per graduate (see Item 6).

Funds are tight, and institutional leaders need to be convinced that modest extra front-end costs are worthwhile. In addition to our cost study, we use a parable to make our point that redesign is worth it: Two workers were assigned to empty the town fountain by 3 PM, so that it could be repaired before the arrival of a visiting dignitary. Unfortunately, the workers had been given only two leaky buckets that lost nearly half their water with each scoop. One worker argued that they should take the time to get the buckets fixed nearby, and that the lost time would be more than made up by having more efficient tools. The other worker protested: "No time— just keep scooping!" We see Metro as a demonstration that the wise worker was right: Making the effort to fix the broken tools is worth it. Change is possible.

We now turn to a discussion of our goals.

Goal I: Demonstrate Metro's scalability and impact on graduation and transfer in CSU and community college settings. At SF State, provide Metro to 100% of all Pell-eligible students by 2018, tripling four-year graduation rates of Metro students, and lifting institution-wide four-year graduation rates from 19% to 34% by 2022. At City College, continue to nearly triple the rate of transfer-preparedness within three years for Metro students vs. comparable students; by 2017, raise the institution's number of transferring URM students from a baseline of 394 to 592, an increase of 50%.

At SF State, through 2018-19, we will add three to six new Metros year by year so that by 2018, we will have 26 Metro Academies, and will offer 100% of Pell-eligible students (n=1800) a seat in a Metro. We will also implement the Metro Plus junior-senior follow up program. In 2015-16, we will finalize the Metro Plus design, pilot it in 2017-18, and fully implement it with all SF State Metros by 2018-19.

Metro students in STEM majors (such as Metro/Science) need five years to graduate, as virtually all start college needing significant math remediation. For the cohort entering in 2017 and graduating five years later in 2022, Pell-eligible STEM majors will double their current 27% five year-graduation rate to 54%.

At City College, we will expand from two Metro Academies to six by 2018, while continuing to achieve a three-year rate of transfer-preparedness for Metro students (54%) which is nearly triple the baseline (21%). We will also raise the number of underrepresented students who are transfer-prepared annually from a 394 baseline to 592, an increase of 50%. By fall 2015, implement a Metro Leadership Council at City College, involving leaders from all relevant units in regular ongoing meetings to guide Metro's expansion and review its results. We are fully committed to longer-range expansion at City College, to the same degree as at SF State, but expect this will be a longer process.

To further ease transfer, in 2015-16 we will carry out the two policy changes discussed in Item 4: (1) By 2016, formalize an *affiliate campus* relationship between City College and SF State, so that City College Metro transfers automatically have guaranteed admission to SF State with full junior status; (2) By 2016, at City College, pilot a policy change requiring 100% of Metro transfer students to obtain an associate's degree⁶ on exit from community college, tripling from the current rate of one out of three students. In 2016-17, we will arrange for an external evaluator to assess the impact of these changes. If results warrant, we will work with the CCC and CSU chancellor's offices and an advocacy group to circulate policy briefs and advocate for phased expansion of these policies statewide.

Our 2013 cost efficiency study was conducted on our two flagship Metro Academies of Health at SF State and City College. In 2017, we will work with an external researcher to complete a second study of our expanded network of academies. This will allow us to provide important new data for our planned dissemination to community colleges and CSUs.

By 2018, we will implement the first phase of statewide scale-up by providing proactive technical assistance to disseminate the Metro approach to two community colleges and up to three CSUs. Working with the CSU Chancellor's Office, we will select up to three CSU campuses in 2015-16. We will also finalize MOUs and specific leadership teams with the universities and already-committed community colleges—Diablo Valley College and Skyline.

We will lead a three-day intensive Metro Institute with dissemination partner leadership teams in summer 2017, using the same approach that we have successfully used as we've expanded Metro to new areas within our home institutions. We will step through all Metro start-up processes, and then provide technical advice as leaders move through their start-ups. Prior to that, we will update our toolkit with an expanded set of materials and procedures needed for start-up, including the Salesforce technology upgrade and the junior-senior follow-up work.

We will carry out evaluation as discussed in Items 11 and 12. To summarize: We will report annual Metro student outcomes (graduation, transfer, and persistence) for Metro Leadership Council review and action; we will complete implementation of the Salesforce database in 2016, adding enhancements such as a student portal by 2018; we will implement a new assessment of Metro's impact on students' writing skills; and we will complete study of how psychosocial factors impact Metro students' success.

⁶ Currently, in 16 City College majors there are associate degrees for transfer established. Whenever these degree maps exist, these will be our default.

6. Impact on Average Cost of Bachelor's Degree

In 2012-13, Dr. Robert Johnstone carried out a cost efficiency study on Metro at SF State and City College (Dr. Johnstone, a nationally known cost expert, is affiliated with the Research and Planning Group and the National Center for Inquiry and Improvement). The findings were vetted by Jane Wellman, founding director of the Delta Cost Project, a nationally recognized research center on cost issues in postsecondary education. The methods for the study are available on the Metro website, <http://metroacademies.org/cost-efficiency>. We plan to update the study findings in 2017, based on the expanded size of Metro and program improvements.

As noted earlier, Metro requires a modest up-front institutional investment to cover program coordination, recruitment, academic counseling, tutoring and faculty development. Metro's main program expense—required GE courses—represents no additional cost for institutions, which simply earmark existing required courses as Metro sections. (These sections then run more efficiently because they have a sharply lower attrition rate). (See Appendix E.)

The most common question raised about Metro is whether its program elements are “too rich” for public colleges and universities—simply not sustainable. The purpose of the cost efficiency study was to test the hypothesis that initial extra program costs are more than outweighed by cost reductions per graduation or transfer (which for convenience we will call “per graduate”). Possible cost reductions could flow from: (a) lowered attrition, which saves the resources lost when students drop out without a credential; (b) reduction of excess units, or off-path courses that do not count for a credential; or (c) reduced time to degree, which would allow new students to be served.

Dr. Johnstone used the well-known *pro forma* method for the study, entering program costs and cost reductions into a formula. His analysis bore out the hypothesis. The costs of attrition, off-path excess units and delayed time to graduation are too often invisible within the status quo; they are assumed to be “the cost of doing business.” When these hidden costs are brought into view and quantified, Metro is shown to be substantially *less expensive* per graduate than current practice.

At City College: Metro requires an additional investment of \$740 per student per year—an 8% increase over current practice—yet reduces overall costs by \$22,714 per completer (graduation with an associate's degree and/or transfer preparedness), leveraging each dollar of investment 15 times. Even through Metro students start at City College placing at one to three semesters below college-ready, they have an average completion time of three years, compared to five years in usual practice. At City College, IR compared Metro students to a comparison group matched on eight variables: Placement level, income, race/ethnicity, transfer units completed, English as a second language (ESL) status, subject enrollment, and sought counseling in their first semester (a proxy for high motivation). Only 6% of the comparison group completes in two years, compared to 34% of Metro students (using 2013 data). **Metro students, on average, shave off two full years to completion.** This has significant implications for their living expenses, foregone wages, etc.

At SF State: Metro requires an additional investment of \$470 per year per student for two years—a 4.5% increase over current practice—yet reduces overall costs per graduate by \$17,879, leveraging each dollar of investment 19 times. Throughout the CSU, the most common time to graduation is now six years. In contrast, Metro students on average shave off one year to graduation, despite placing at below college-ready.

Through sharply lowering attrition and excess units, and speeding time to graduation, Metro's cost reductions could readily be multiplied throughout the CSU and the CCC.

7. Risks or Trade-Offs

We have encountered three main challenges to our mission of scaling up Metro. First, the most frequent objection we've encountered is: "Metro is a great model, but it's too expensive to go to scale." Second, as of this proposal's submission, City College's accreditation situation has not been resolved. The third issue is the objection: "Is it fair to give this support to some students if we can't give it to everyone?" Below we discuss how we address each.

1. Perception that "Metro is too expensive, not sustainable;" lack of financial incentives

Metro argues that "a small extra investment on the front end makes for a large cost reduction on the back end," to quote Ken O'Donnell, the Senior Director of Student Engagement and Academic Initiatives in the CSU Chancellor's Office. Leaders need to understand the very real—though often invisible—costs of current practice in terms of attrition, excess units and delayed time to graduation, as we discussed in Items 2 and 4. To take one example: Does it make sense to continue with the current "thrifty" approach to academic advising, which makes it difficult for students to access counselors, and likely that students will meet with rushed counselors who will probably never see them again? Compare this to Metro's slightly richer but more efficient model, in which a counselor or counseling intern follows each student over time, ensuring that they stay on track for graduation. The Metro approach helps to eliminate the cost of excess units from students taking off-path courses, and a Metro counselor is also able to offer meaningful support if a student falters. The inefficiency of current practice should not fade from view because it is "just the way we do things."

We provide two sources of research evidence pointing in the direction of our claim of net cost reductions. First, the Johnstone cost efficiency study of Metro presented in Item 6 and Appendix E. Second is the research firm MDRC's 2014 randomized controlled trial, which looked at 84 "small public high schools of choice" in New York City. These small schools, similar to Metro, serve underrepresented and under-prepared students, use small classes with cohorts and emphasize academic rigor. MDRC's study found that small schools produce "substantial effects on graduation rates." As with Metro, MDRC's cost analysis found that **these small schools [initially] invest more per student than the average district high school, but the cost per high school graduate is lower than for the control group.** The authors note: "This seemingly counterintuitive result occurs because control group counterparts: (1) attend high schools with annual per-pupil costs that are about the same as those for the new small schools, (2) are more likely to attend a fifth year of high school because they do not graduate in four years, and (3) are less likely to graduate at all."

A policy barrier for Metro is that at present state appropriations flow to institutions based entirely on enrollment, not on completion. In oversubscribed systems like the CSU and the CCC, seats emptied through attrition can quickly be re-filled with more students. Thus the enrollment-based financing mechanism gives institutions no financial incentive to lower high rates of attrition and "churning." To solve this problem without creating unintended consequences is difficult—but it is positive that the discussion has begun in Sacramento.

Leaders should also consider not only Metro's results, but also the solid evidence on which Metro's design was based:

- a. Use of previously noted high-impact best practices, from Dr. George Kuh's meta-analysis which identified practices that produced compensatory effects for low-income and underrepresented students. (Appendix C page 6).
- b. A 2011 meta-analysis carried out by the Community College Research Center (CCRC) made four main points, all put into action by Metro: (a) Colleges should work to simplify the

structures and bureaucracies that students must navigate; (b) Broad engagement of all faculty should become the foundation for policies and practices to increase student success; (c) Colleges should be encouraged to align course curricula, define common learning outcomes and assessments, and set high standards for those outcomes; and (d) Colleges should collect and use data to inform a continuous improvement process. Metro also employs a fifth recommendation made separately by Davis Jenkins of CCRC, whose study of high-performing community colleges and universities argued for *comprehensive multi-pronged approaches* “to create mutually reinforcing supports.”

- c. As previously noted, Pascarella and Terenzini’s meta-analysis of nearly 2600 studies on student success also highlights the importance of comprehensive change, rather than one-shot add-ons. The book also emphasizes the importance of the frequently overlooked resource of peer support.

2. City College’s Accreditation Status.

The fiscal agent and lead agency for this application is SF State, with City College as a full partner and lead community college demonstration site. Although there is much public confusion on this point, City College is and has been fully accredited for over 80 years. A recent publication by the Public Policy Institute of California noted that “by most measures, City College fares well relative to other community colleges in the state,” with, for example, City College having the fourth highest transfer rate of the 112 CCCs,⁷ according to the Chancellor’s Scorecard.⁸ However, in July 2013, the Accreditation Commission for Community and Junior Colleges announced that City College’s dis-accreditation would go forward in July 2014. This decision was stayed by a state Superior Court judge who will rule soon in the case of the San Francisco City Attorney against City College’s accreditor. The preliminary injunction issued by the court in January 2014; the summary judgment in Sept 2014, which found that the ACCJC violated at least one federal regulation; and the strong case presented by the City Attorney’s Office in October 2014, all suggest that the ruling will likely reverse the ACCJC’s show cause sanction of 2012, and its termination decision of 2013. In what we consider to be the very unlikely event of City College’s closure, we have a core commitment to Metro expanding in the CCC. We have worked out a contingency plan with the Marcled Foundation: Metro would ramp up its work with Diablo Valley College and Skyline College, using current Foundation funding.

3. Is it fair to give this support to some if we can’t give it to all?

While we have an outreach strategy targeted to inner city high schools and CBOs, Metro enrollment is first-come, first-served, in accordance with established institutional procedures—there are no individual entrance criteria for admission by ethnicity or income. Our approach to redesign is *essential* to boost success rates for disadvantaged students, but it also represents a paradigm shift that makes sense for *all students* in their first two years of college. We heartily agree with the many people who have commented—“Makes so much sense—why can’t this just be the way we do college?” At SF State there has been early discussion of moving toward a Metro model for all first and second year students, and we are enthusiastic about this idea.

Many benefits of the Metro approach can and do now ripple out to the wider student body. Metro-trained instructors carry over many high-impact practices beyond their Metro classes.

⁷ Johnson, Hans, Evaluating Student Success at the City College of San Francisco

⁸ <http://scorecard.ccco.edu>

8. Leadership and Culture of Innovation

We will now say more about our major strength: Metro's unusually deep alignment between the CSU and CCC segments. We will then review the credentials of the Metro leadership team, and describe how we promote a culture of innovation and adaptability. Finally, we note external resources we are leveraging. Appendix F shows a cumulative list of Metro supporters.

Our two home institutions' top leaders—Dr. Leslie E. Wong, president of SF State, and Dr. Arthur Q. Tyler, chancellor of City College—are strong Metro advocates (see letters of support). Our method for engaging our base of support has been “leading from the middle”—with department chairs and faculty leaders building solid relationships at all important levels of our organization. Even during our institutions' most challenging budget times, individuals at every level stretched above and beyond their normal scope of work to help Metro succeed. We work to build a culture of appreciation, thanking people by name in our newsletters and recognizing all contributions, from department admin coordinators to financial aid advisors.

We have built solid multi-year relationships with the Chancellor's Offices of the CSU and CCC. The CSU system in particular has shown very high interest in Metro. As noted, in a December, 2014 national meeting of college presidents and education leaders, part of the White House College Opportunity Day of Action, CSU Chancellor Timothy White announced seven commitments, including: “In the immediate future, the CSU commits to promoting and expanding on the Metro Academies model of high-intensity student learning communities, bringing it within reach of a greater number of universities and community colleges.” In 2013, we successfully competed for funding under the CSU Chancellor's Office Student Success Initiative, winning permanent general funds for Metro at SF State. In 2012, the CSU Chancellor's Office selected Metro to participate in its Give Students a Compass initiative, which supported CSUs demonstrating innovative GE practices. Through that initiative, we were selected to present Metro to a conference of participating CSUs. In 2010, Metro was presented to a meeting of all 23 CSU presidents, and the CSU statewide Board of Trustees designated Metro as one of six system-wide priorities. Within the CCC, we have a strong relationship with Vice Chancellor of Government Relations Vincent Stewart, who was our program officer in his prior position with the James Irvine Foundation.

As attached letters of support show, Diablo Valley College and Skyline College are eager to work with us to start Metros at their institutions. These two colleges, along with City College, transfer the highest numbers of students to SF State. We have presented twice to the cabinet of Diablo Valley College and met with the president of Skyline College.

In addition to these relationships, we have built a network that includes policymakers and the whole state Congressional delegation, as our Broad Support list indicates (Appendix F).

Reflecting our deep commitment to scale-up, in 2009 we held a three-day Metro Institute with four CSUs and five community college teams from across the state. The Institute generated much enthusiasm, and all the participants gave us high-level letters about their interest in dissemination. At the same time, state budget cutbacks created a deepening chill for start-ups. We decided to put our primary emphasis on scale-up at our home institutions, while also developing the visibility and materials needed for later dissemination. In 2012, we obtained letters from CSU LA president James M. Rosser, and Dr. F. King Alexander, president of CSU Long Beach, stating that their institutions wanted to adopt the Metro approach. Based on the strong direction from the CSU Chancellor's Office, past interest from CSUs, and our active networking through the Compass initiative, we are most confident that the time is now right for

at least two CSUs to move forward.

The Metro leadership team has high credibility, based on our dynamic long-term partnership set up in 1992. Metro's co-executive directors Mary Beth Love (SF State) and Vicki Legion (City College) have worked together steadily for two decades, completing a series of ambitious projects and raising some 33 million in external support from 31 funders. We hosted the statewide office of an 11-city, 12 million dollar initiative of The California Endowment, called Community Action to Fight Asthma (CAFA). CAFA resulted in numerous policy changes and received a national award from the Environmental Protection Agency. We also started a series of career and technical education certificates, including the nation's first college certificate for community health workers—since disseminated to 47 colleges around the country, along with the first textbook for this field. This stable core has enabled our team to be unusually resilient during a time of senior leadership turnover at both of our home institutions, and at both of the statewide Chancellor's Offices.

Within our home institutions, we have emphasized keeping an expanding group of leaders well-informed, updated on outcomes, and actively involved in strategy and troubleshooting. At SF State, we put a formal Metro leadership structure in place in 2013: a 26-member Metro Leadership Council (MLC) which is responsible for providing high-level direction on Metro expansion and resources, and reviewing program outcomes annually. The Council includes relevant top level administrators within the President's Council; the Provost's Academic Council; administrative staff leadership (e.g., leaders of IT, student counseling, institutional studies); department chairs (English, math, and communication/critical thinking); faculty leaders of the Senate and GE program; and leaders of campus organizations focused on equity (Cesar Chavez Institute, Step to College).

At City College, in addition to the support of our chancellor, we have a nucleus of senior leaders whose support has been steady over the years. In 2015 we are preparing to establish a comparable City College Metro Leadership Council. At present, we conduct much of our planning with three leaders: Susan Lamb, vice chancellor of academic affairs; Dean of Health Terry Hall, who has been a core partner since 1992; and Jorge Bell, dean of City College's Mission campus.

Metro's core leadership team meets at least monthly, convening faculty, chairs and lead staff across both institutions. The team establishes specific objectives for all aspects of the program, gets regular updates on progress, and holds a retreat once a year to review program outcomes. Metro's faculty development process includes classroom-centered monthly meetings of faculty to review student and program outcomes, exchange best practices and determine improvements. Again, coordinators of all the Metro Academies meet monthly. In addition, we hold occasional educational meetings for mid-level leadership at both institutions, such as hosting a leader of Kingsborough Community College to learn how their highly successful college completion program was brought to scale.

In terms of external resources, Metro at SF State has permanent ongoing support from the CSU system's Student Success funds, as well as a grant from the DOE Strengthening Institutions Program (SIP), which helps eligible Title III/V higher education institutions to become self-sufficient and expand their capacity to serve low-income students. The Marceled Foundation is providing support to City College for start-up at the new Mission site, and the Peter and Mimi Haas Fund contributes to SF State's Metro Academy of Child Development.

9. Strategies for Engaging Stakeholders and Achieving Commitment

Achieving stakeholders' commitment requires a collaborative work style, strong communication, and an emphasis on program results. In Item 8 we have described how we engage our home institution's leaders, CSU and CCC system leaders, other CSUs and CCCs.

In the last several years, we have honed our communication strategy. In 2014, following feedback from one of our deans, we rebranded, changing our name from "Metro Academies" to the "Metro College Success Program," to achieve instant clarity on our purpose. Likewise in 2015, we will rebrand Metros at City College to the name "Metro Transfer Academies"—again, to immediately communicate our focus on transfer. For the general public, or any new stakeholders joining us, such as new faculty, we provide the Metro brochure, Metro College Success Program's website - <http://metroacademies.org>, and a short Metro video (<https://diva.sfsu.edu/bundles/218106?token=0cqIBjnv9d>). Each campus also has its own Metro website which includes information that helps Metro students apply to the program and stay current on deadlines. We have recruitment brochures for students (see Appendix G) and communicate with students through social media with a Metro Facebook page, Twitter and YouTube. We have an online newsletter which we use to share results with stakeholders.

Metro places a high priority on building student leadership, with over 35 student workers engaged in recruitment, tutoring, and coaching incoming students on placement tests and filling out applications. Student leaders regularly present at Metro Leadership Council meetings, and travel to co-present at conferences and briefings.

As our Broad Support list shows (Appendix F), we have emphasized visibility with education leaders, policymakers, and elected officials, as part of laying the groundwork for dissemination. In 2012, SF State's president, with Metro advisor Jane Wellman, a prominent researcher on costs of postsecondary education, presented at a Washington D.C. Congressional briefing attended by 70 legislative staff and members of educational associations, introduced by then assistant secretary for postsecondary education Eduardo Ochoa (See Appendix F page 5). In 2013, Metro earned one of three top national awards for college completion programs from the Association of Public and Land-grant Universities (APLU), which was presented at a national conference of some 150 university presidents. In 2014, the Research and Planning Group for California Community Colleges featured Metro as a best practice in its publication, *Practically Speaking: Community College Practices that Help (Re)Define Support, A Practitioner Primer*, and we presented at the statewide Student Success Conference with the system-wide vice chancellor of academic affairs. The RP group also featured Metro's cost efficiency study in their *Perspectives* publication as well as their website. The Campaign for College Opportunity selected Metro as one of five California community college models to spotlight in its *What Works Now* publication. In 2014, the National Resource Center selected a case study about Metro for inclusion in their upcoming 2015 book on first-year seminars.

Each year, we make multiple presentations about Metro. Leadership San Francisco, an organization that develops community trustees, has invited the Metro EDs to present for several years, most recently to give the keynote address. Metro staff have presented at national conferences of many professional organizations, including the Association of American Colleges and Universities, the Association of American State Colleges and Universities, the Lumina Foundation and the American Public Health Association.

10. Sustainability

As we have discussed, sustainability has been a central concern of the Metro team from the beginning. Metro has moved far along the path of full institutionalization, despite five years of California budget retrenchment. Again, our major cost is required GE courses already on general funds, so their earmarking for Metro carries no extra cost. Metro makes extensive use of the often-overlooked tool of *peer support*, which, again, has been found in a meta-analysis to be one of the strongest factors favoring persistence and graduation. Students share study groups, advice, trouble-shooting and help with practical needs such as rides. This is a low-cost resource, requiring only the Metro coordinator's oversight. Our use of student employees to help carry out recruitment and tutoring is cost-effective, as is the use of graduate students to extend the reach of our one professional academic counselor per ten Metro Academies. As the Johnstone cost efficiency study showed, by sharply reducing attrition, excess units and time to degree, Metro is significantly less expensive per graduate than current practice. **Current data show that Metro students shave off an average of two years to degree or transfer at the community college, and one year at SF State.** Our planned Metro Plus junior-senior follow-up program will speed university graduation even more.

As noted, SF State has now incorporated Metro's processes for serving disadvantaged students into its standard operating procedures, so that Metro no longer functions as an add-on program, but is now the institution's standard way of serving most disadvantaged students. City College is moving along the same path, having made strong institutional commitments to earmarked courses, institutionalized faculty and counseling positions, and physical space. Getting to this point has required considerable research, piloting, mid-course corrections and planning—model development work that has been supported with external funding. We now have in hand a tested and sustainable approach, along with dissemination tools to make Metro a reality at other institutions. We are prepared to work closely with other college leadership groups doing proactive technical assistance for their start-ups.

As the state budget has started to rebound, the state has begun to put in place lines of funding for rebuilding enrollment, student success and equity. Leaders have wisely decided to use these resources to expand tested cost-efficient practices. With its solid track record, Metro at SF State won permanent Student Success general funds, allowing us to grow on a solid footing. Based on CSU Chancellor White's commitment to Metro dissemination, as noted in Item 8, we are optimistic that other institutions may also be able to build capacity.

Metro is bringing about change at serious scale through steady, long-haul work. We are leading from the middle levels of postsecondary education—with faculty leaders, department chairs and deans—who work closely with senior academic leaders at the level of vice chancellor and provost. The Metro project is big enough to be visionary, yet is also down to earth, with every step being tested in the trenches, where the real work of education happens.

11. Evaluation

Metro's goals focus on improving four-year graduation and transfer-preparedness rates, and we use persistence tracking to gauge progress. Note: Data points vary between the two institutions based on data available, i.e. we use "Pell-eligible" at State and "URM" at City.

Graduation. At SF State, we have a long-term goal that by 2022, we will triple the four-year graduation rates of all Pell-eligible FTFTF from 12% in 2014 to 36%. As shown in Item 12, by 2018, all Pell-eligible FTFTF will be enrolled in Metros. By 2018, we expect that Pell-eligible students enrolled in STEM Metros will double their current 27% five-year graduation rate to 54%. Our most mature Metro/Health has already **doubled** the four-year graduation rates by Pell-eligible FTFTF (24% vs 12%) and we expect that, going forward, all Metros except STEM Metros, will reach this 4-year graduation goal.

Transfer-Preparedness and Time to Completion. At City College, we aim: (1) to decrease time to transfer and associate's degree graduation for City College Metro students, maintaining our current shaving of two years average time for completion (graduation with an associate's and/or transfer); and (2) to increase by 50% the College's number of URMs successfully transferring each year, by 2017. Longer term, we are fully committed to expanding the City College Metro Academies infrastructure to a similar size as that at SF State. To achieve our goals for both four-year graduation and transfer-preparedness, we monitor persistence—the percentage of Metro students vs similar non-Metro students who complete one semester and continue on into the next. Persistence is our most important intermediate measure.

Cost Efficiency Per Graduate. We will evaluate the cost efficiency of our expanded network of Metro Academies with a one-time cost efficiency study to be carried out in 2016-17. We will work with an external evaluator, using the same *pro forma* method as with our 2013 cost efficiency study.

Writing and critical thinking. A faculty team will assess and quantify Metro's impact on critical thinking and writing skills. In the spring of 2015, new Metro students will complete a "signature" (or final) writing assignment that targets specific student learning outcomes, repeating the same assignment in their fourth semester. In the spring of 2017, a trained faculty team will evaluate a random sample of these pre- and post- writing assignments, using national writing and critical thinking evaluative rubrics. They will produce an improvement score for Metro students' writing. (At SF State, students keep a record of their signature assignments in an electronic portfolio. Because the academic technology infrastructure is less developed at City College, e-portfolios will take longer to implement there.)

Psychometric evaluation of psychosocial factors. A research study is underway to measure how psychosocial factors, such as a sense of belonging in college, and social support from peers and staff, affect persistence. An SF State researcher has designed a study that will use student responses to the National Survey of Student Engagement and other psychometric tools, to be completed in 2016. We will use findings to improve the program and to publish.

Policy reforms. In 2017, we will work with an external evaluator to assess the impact of the previously-described City College policy changes to determine if the impact was significant enough to warrant advocating for statewide adoption.

Dissemination. Finally, we will assess the ability of two community colleges and up to three CSUs to adapt Metro on their campuses. Success will mean that three to five campus teams attend our 2017 summer Metro Institute, with students entering academies regionally and statewide by the fall of 2018.

12. Target Outcomes

Here we present projected targets for our main goals which include: Scale Metro at SF State to 26 academies serving 100% of Pell-eligible students (50% of FTFTF), and triple their four-year graduation rates from their current 12% to 36%; scale to six Metros at City College and nearly triple the rate of three-year transfer-preparedness, increasing the College's annual number of URM students who transfer to SF State by 50%. Both goals point to our overarching goals to demonstrate that Metro is scalable and sustainable, and can effectively impact California's timely transfer and graduation rates for disadvantaged students.

Timely Graduation. In Table 1 below, we present the year by year goal of tripling the four-year graduation rate. It shows target outcomes for each cohort entering SF State from 2013 through 2018. The University's baseline four-year graduation rate is currently 19% (as of spring 2014). Based on combined results for the Metro/Child Development, which has the previously noted junior-senior pathway and tracking, and Metro/Health, our longest-term two-year academy, we estimate a four-year Metro graduation rate of 36%. As of fall 2013, 6% of all FTFTF were in Metros, but by 2018, 51% of all FTFTF will be in Metro (100% of all Pell-eligible students). As the number of Metros at SF State rises, so does the number of Metro four-year graduates. With three Metros, we see 76 Metro students (cohort 2013) graduating in 4 years. With 26 Metros (cohort 2018) we will see 655 Metro students graduating in 4 years. As a result, the impact of the Metro scale up on the four-year graduation rate will lift SF State's current *University-wide* four-year graduation rate from 19% to 34%--a 15% increase in 4 year graduation.

Table 1. SF State: Metro Academies Targeted Outcomes through Academic Year 2018-19

FTFTF Start 4-Year Degree	Grad with 4-Year Degree	SF State Baseline		Metro			Impact on SF State	
		Number of Non-Metro FTFTF	Number of Non Metro FTFTF Four-Year Grads[1]	Number of Metro Students (# Metros)	% of FTFTF Who are enrolled in Metro	Number of Metro 4-Year Grads[2]	Projected all-University 4-Year Graduation Rate with Metro Scale-up	Increase in 4-Year Grad. Rate From Metro Scale-Up
2013	2017	3600	644	210 (3)	6%	76	19%	Up 1%
2014	2018	3100	650	500 (7)	14%	180	21%	Up 3%
2015	2019	2900	633	700 (10)	19%	270	25%	Up 7%
2016	2020	2480	607	1120 (16)	31%	403	26%	Up 8%
2017	2021	2130	583	1470 (21)	41%	529	30%	Up 12%
2018	2022	1780	560	1820 (26)	51%	655	34%	Up 15%

Persistence. We have tracked persistence since our start, but recently put in place a Salesforce database which provides dashboards showing persistence at SF State and (at an earlier stage of development) at City College. Please see Appendix H for current persistence data on each of the current seven Metros at State.

^[1] Baseline for SF State 4-year graduation is 19%

^[2] Projections based on 36% of Metro students graduating in 4 years

Timely Transfer. The Metro College Success Program has two major goals for community college transfer: (1) to triple the rate of transfer preparedness in three years from the current 21% found in a baseline comparison group to the 54% for Metro enrollees; and, (2) to increase the total number of URM students who transfer to SF State each year by 50%.

Because of open enrollment at CCSF, FTFTF enter placing at a wide range of levels of college readiness. To establish our target outcome for decreasing time to transfer we needed to identify a meaningful baseline against which to compare Metro students. IR at City College used administrative data to create a like comparison group for this study. IR matched our Metro cohort with a group of non-Metro CCSF students on eight variables, as noted in Item 6. This study found that only 21% of comparison group students were transferred prepared in three years, versus 54% of Metro students—nearly tripling the rate of three-year transfer at City College. Our goal for the next stage of City College work is to scale to six Metro Academies and maintain a level of performance that delivers the 54% three year transfer prepared baseline for students enrolled in Metro. The table below shows this impact year to year, compared to a non-Metro comparison group at 21%.

Table 2. Three-Year Transfer-Preparedness Rates for Metro vs. Comparison Group

Cohort Year	Transfer 3 Yrs Later	Metro		Comparison Baseline	
		# Metros Students (# of Metros)	# of Metro 3 Year Transfers (rate 54%)	# of Comparison Group	Comp. Group 3 Year transfer (rate 21%)
2014-15	2018	140 (2)	75	140	29
2015-16	2019	210 (3)	113	210	44
2016-17	2020	350 (5)	189	350	74
2017-18	2021	420 (6)	227	420	88
2018-19	2022	420 (6)	227	420	88

Our second goal for transfer is to significantly increase the number of URM students who successfully transfer from CCSF to SF State. We use the 2012-13 CCSF to SF State transfer numbers as our baseline. During that year a total of 943 students transferred from CCSF to SF State. Of this number 394 or 42% were URM. Metro is predominantly URM (70%) but also low income and first generation. The increase of Metro Academies from two (of 280) to six (totally 840 students) increases the number of URM students transferring from the URM baseline of 394 to 592 when there are 6 Metros at CCSF. That is a 50% increase in the annual number of URM transfers from CCSF to SF State by 2018.

Table 3. Impact of Metro on City College URM Students' Transfer

Years	URM Transfers from CCSF (42%)	# of Metros	Total # of Metro Students	Total # of Metro Transfers	# URM Metro Transfers (70%)	Total Number of URM Transfers	% Increase in URM transfer w/ Metro
2014	394	2	280	94	66	460	17%
2015	394	3	350	141	99	493	25%
2016	394	5	560	236	165	559	42%
2017	394	6	770	283	198	592	50%
2018	394	6	840	283	198	592	50%



OFFICE OF THE PRESIDENT

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January 5, 2015

Selection Committee
Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit—Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

Dear Committee on Awards for Innovation in Higher Education:

As president of San Francisco State University, I am writing to express my most enthusiastic support for the Metro College Success Program's application to the Awards for Innovation in Higher Education. I have been a strong supporter of Metro Academies since becoming president of SF State in 2012. The Metro program squarely aligns with the state's goals of increasing the number of earned bachelor's degrees, improving the percentage of students completing bachelor's degrees in four years, and easing transfer through the state's education system, particularly for underrepresented students.

San Francisco State University is one of the largest public universities in Northern California, serving many underrepresented, low-income (Pell-eligible) and first-generation students. Because of Metro's effective recruitment pipelines in urban high schools and community-based organizations, nearly all Metro students are underrepresented, low-income and/or first generation.

I am deeply concerned that many capable and hardworking students never make it to commencement day—that in fact, 36% of our first-time full-time freshmen (FTFTF) drop out before their fifth semester. In contrast, Metro's students have consistently outperformed their more advantaged peers—all FTFTF—in persistence and timely graduation. This is true even though over 80% of Metro students (compared to 49% non-Metro students) enter the university needing remediation.

Metro has been able to help the university to re-deploy existing resources to provide Metro freshmen and sophomores with a guided general education course pathway, more focused student services anchored in classes, and the benefits of a 45-hour faculty development process. Also very much in line with the Committee's concerns, the program has done this while lowering attrition significantly and shaving a year off of the average time to graduation. These efficiencies have produced a cost reduction of \$17,879 per graduate, according to a cost study carried out by the National Center for Inquiry and Improvement and the RP Group. We were proud that in 2013, Metro received one of three top national awards for college completion programs from the Association of Public and Land-Grant Universities.

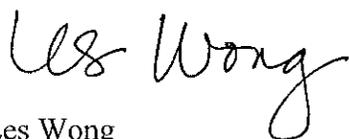
Metro's long history of intersegmental partnerships has been one of its great strengths. Through Metro, our university works closely with City College of San Francisco, the San Francisco Unified School District's high schools and many San Francisco community-based organizations to support enrollment of low-income, first-generation and underrepresented students both at City College and our university. Metro's planned work with City College to strengthen SB 1440 and double the number of underrepresented students transferring to our institution is an ambitious but achievable goal, and one worthy of investment.

I have been a champion of scaling-up of Metro as it moved from a single demonstration of one academy, to its current seven academies. I strongly support continued scale-up to bring the Metro approach to all Pell-eligible students. Based on current results, we are confident that it will result in nearly two-thirds of these students achieving four-year graduation. I also support creating an upper division program, modeled after one Metro variant currently in operation, that will provide the advising, required courses and coordination needed to triple the current four-year graduation rate for SF State Metro students.

Metro success has generated great interest within the California State University and California Community College systems and we are committed to helping other interested CSUs and community colleges in launching their own guided pathway programs.

It is vitally important and morally imperative to improve equity and excellence in timely college completion. The Metro College Success Program is an ambitious but well-grounded effort that demonstrates immense potential to do that on a broad scale. It can count on my sustained support.

Sincerely,

A handwritten signature in black ink that reads "Les Wong". The signature is written in a cursive, flowing style.

Les Wong
President
San Francisco State University



OFFICE OF THE CHANCELLOR

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January 5, 2015

Selection Committee
 Awards for Innovation in Higher Education
 California Department of Finance
 Education Systems Unit—Innovation Awards
 7th Floor
 915 L Street
 Sacramento, CA 95814

Dear Committee on Awards for Innovation in Higher Education:

I am writing as the Chancellor of City College of San Francisco, to express my enthusiastic commitment to the Metro College Success Program's application to the Awards for Innovation in Higher Education.

Metro is a comprehensive program that combines three main elements: a guided general education pathway over four semesters; student services that are integrated into students' main point of contact with our institution—classes; and 45 hours of professional development for instructors. Among Metro's innovations is the fact that its transfer pathway is made up of high-value general education courses that satisfy graduation requirements for all 289 majors in the California State University system. The curriculum is very closely aligned between the community college and CSU levels, helping to realize the promise of SB 1440 for smooth transfer. Metro has been a steady beacon during a challenging time in public education and our institution.

The partnership between our two segments of postsecondary education is very deep. We are excited to be moving toward a formal affiliation whereby City College students who complete the Metro program will not need to apply to SF State, their main transfer destination. Rather, City College students who complete Metro will simply be "reassigned" to the University.

Along with other senior leaders, I have noted with great interest the 2013 cost efficiency study by the National Center for Inquiry and Improvement and the RP Group. This study showed that—despite the modest extra costs of the program for items such as coordination and counseling—by sharply reducing excess units and attrition, Metro provides a net cost reduction of \$22,714 per completer.

Metro has consistently shown extremely strong results in preparing under-represented, low-income and first-generation students for college success. Our Institutional Research office created a closely matched comparison group of students similar to Metro students on eight variables—race, English placement level, financial aid status, etc. Although Metro students place at two to three semesters below college-ready, they are almost five times as likely to have graduated or transferred within three years (63%), versus the comparison group (13%). They are nearly three times as likely to be fully transfer-prepared in two years.

Because of the program's results, we have committed to the program's expansion both at our main Ocean campus, and at our Mission Center, with resources designated for program coordination, counseling and tutoring as well as prominent and accessible space. Other recent substantive commitments have included

full institutionalization of Metro Academy of Health courses, as well as our designation of one of the few new full-time tenure track faculty positions for Metro Health.

I strongly support the vision of increasing the number of underrepresented students who transfer to San Francisco State University, shaping policy to address significant barriers to successful transfer, and scaling up regionally. We are excited about expanding Metro Transfer Academies at our Mission Center, an effort that when completed will boost by 60% the number of URM students who transfer from our institution to San Francisco State University.

The program's demonstrated success as a policy and system change offers a strong model for addressing the state's priorities of easing transfer, increasing the number of bachelor's degrees as well as attainment of a bachelor's degree within four years. The Metro team has shown dedication and commitment to disseminate the model to other state community colleges and California State Universities by building a strong network of institutions interested in adopting the approach, developing relationships with state system leaders, and codifying program start-up processes in a detailed toolkit.

I also support Metro's plan to set program policy that Metro students who complete our transfer pathway will obtain an associate's degree on their way out, and to work towards expanding this policy in our institution and at the state level. Finally, I support the logical next phase in the relationships already built with Diablo Valley College, Skyline College and others—providing a summer institute to educate them in depth about Metro, and providing technical assistance for their implementation of a guided pathway program.

In closing, I would like to point to the importance of CSU Chancellor Timothy White's statement at the December 4, 2014 White House College Opportunity Day of Action. At this national meeting of college presidents and education leaders, CSU Chancellor Timothy White announced seven commitments, including: *In the immediate future, the CSU commits to promoting and expanding on the Metro Academies model of high-intensity student learning communities, bringing it within reach of a greater number of universities and community colleges.*

Metro Academies is an extremely important collaboration between California community colleges and the CSU system. I have great confidence in the Metro leadership team both at City College and San Francisco State University, and am deeply committed to reaching more underrepresented and low-income students with this tested successful approach.

Sincerely,



Dr. Arthur Q. Tyler
Chancellor

cc: Vice Chancellor of Academic Affairs Susan Lamb
Dean Terrance Hall
Dean Jorge Bell
Dean Kristin Charles



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

State of California

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Chancellor

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January 6, 2015

Selection Committee
Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit—Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

Dear Committee on Awards for Innovation in Higher Education:

As Chancellor of the California Community College system, I am writing in support of the Metro College Success Program (Metro) and to endorse its application for the Awards for Innovation in Higher Education. Metro is part of a long-standing partnership of more than two decades between San Francisco State University (SFSU) and City College of San Francisco (CCSF) that constitutes a comprehensive re-design of the first two years of college, centered on a guided pathway with course-based student supports, and a faculty development program.

Metro has had consistently strong college completion outcomes and has been recognized as a model program and best-practice by both the Research and Planning Group for California Community Colleges and the Campaign for College Opportunity. Metro also received one of the three national awards for college completion given by the Association of Public and Land-Grant Universities in 2013.

Students of color are now 73 percent of all youth under 18 in our state and make up the overwhelming majority in California's K-12 public schools. College access for these students centers on our community college system—the largest such system in the US. Metro has demonstrated remarkable results in helping underrepresented, low-income and first-generation students graduate and transfer. When CCSF compared Metro students to a group of closely matched peers, Metro students complete in three years nearly five times more often than the comparison group.

Improving timely graduation and transfer rates is also crucial to meeting California's evolving workforce and human development needs. I believe the Metro College Success Program holds great promise to improve student graduation and transfer rates and to help both community colleges and the California State University (CSU) system deliver on the promise of guaranteed transfer through the Associate Degree for Transfer (ADT).

Awards for Innovation in Higher Education
Metro College Success Program
January 6, 2015
Page | 2

Metro is a working demonstration of the close alignment of course pathways, curriculum and faculty development methods, and has unified leadership from both CCSF and SFSU. One of Metro's breakthrough innovations was its design of a universal general education pathway whose variants satisfy graduation requirements for all 289 majors in the CSU system, whether courses are taken at a community college or CSU.

I believe the scale-up and dissemination of the Metro model aligns with the state priorities to ease transfer and increase four-year graduation rates. With the state's fiscal future looking brighter after several years of budget cuts, the time is propitious for Metro to work with other community colleges that want to establish their own guided pathway programs. Metro has a detailed dissemination toolkit, and intends to include other colleges in its summer institutes and technical assistance. In addition to the City College of San Francisco scale-up, early adopters are anticipated to be Diablo Valley College and Skyline College, San Francisco State's other main transfer partners, and a number of already-involved CSUs.

It is imperative to the success of our students and the economic competitiveness of California that we increase timely completion of associate degrees, successful transfers from two-year to four-year institutions, and four-year graduation rates. The community colleges and the CSU have a demonstrated commitment to collaboration and we are working hard together to make the promise of programs like Metro a reality. Metro is a tested and successful model and the Governor's Innovation Award would allow this partnership to take a major step toward broader regional and statewide impact.

Sincerely,



Brice W. Harris
Chancellor

DVC
DIABLO VALLEY COLLEGE

December 19, 2014

Selection Committee
Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee on Awards for Innovation in Higher Education:

As the president of Diablo Valley College, I am pleased to write this letter in support of the Metro College Success Program's application to the Awards for Innovation in Higher Education. The Awards are an important and unusual opportunity to recognize innovative work that has been carried out to improve transfer, attainment of bachelor's degrees and four-year rates of bachelor's degree completion. As leaders in our institution have deepened their understanding of the Metro program over the years, we have been impressed by its results. It is of great interest to us at Diablo Valley College to facilitate more of our students, particularly those who are underrepresented, to transfer to a four-year University and ultimately attain bachelor's degree.

We understand Metro students consistently outperform their peers in terms of persistence, graduation, and, at City College, transfer. The program's main features—its guided pathway, carefully designed general education curriculum, 45 hours of faculty development, and personalized student services—are approaches we have a strong interest in exploring for adopting/adapting on our campus. Increasing transfer for the underrepresented, low-income students at DVC is a high priority and we believe the Metro model can help us accomplish this goal. Also of interest is the fact that the program has been largely institutionalized as it goes to scale, particularly at San Francisco State University.

Our institution is very interested in participating in a dissemination program with the Metro College Success Program. We see great value in contributing to the goal of increasing the number of URM students transferring to San Francisco State University. We have a strong interest in starting a guided general education pathway at DVC, and believe the partnership with the Metro College Success Program will speed us on this path.

Sincerely,



Peter Garcia
President of Diablo Valley College



December 17, 2014

Selection Committee
Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee on Awards for Innovation in Higher Education:

It is my pleasure to submit this letter of support for the Metro Academies Initiative application for the Innovation in Higher Education. At Skyline College we have engaged in a Comprehensive Diversity Framework that flips the consideration of the barriers to student success. Instead of considering the common models that attribute the lack of success to students' deficits, we consider what might be present in our practices, processes and policies that impede a students' ability to access, enter, get through and successfully exit our institution. The Metro Academies Initiative is a scalable, evidenced model that is consistent with that perspective.

Skyline College is very interested in exploring and adopting the methods pioneered by the Metro Academies College Success program. Metro's evidence based theory of change involving a structured general education pathway, efficient ways of bringing support services to students and faculty development are proven strategies for increasing the number of low income, underrepresented students who successfully transfer from California's community colleges to the CSU system. The program has demonstrated that for a small initial investment, all of the major milestones (GPA, persistence, transfer and graduation) towards achieving a higher education degree improve significantly for the students involved.

OFFICE OF THE PRESIDENT

3300 College Drive, San Bruno, CA 94066 **TELEPHONE** (650) 738-4100 **WEBSITE**
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Additionally, the State and students can realize a sizable reduction in the cost per student by sharply lowering the hidden costs of student attrition and unnecessary course units. Metro is a working demonstration of a very effective and practical way to align community colleges and universities to help underrepresented students successfully transfer and earn timely bachelor's degrees. I support the Metro College Success Program's application to the Awards for Innovation in Higher Education and look forward to future work together.

I specifically commit to having faculty and administrators from Skyline College work with the Metro team to assess and determine an effective course of action to scale up guided general education pathways on our campus. Skyline College is interested in participating in a demonstration project substantiating that the Metro model can successfully be scaled at other community colleges. I am eager to support the program's successful expansion.

I strongly support the vision of increasing the number of underrepresented students who transfer to San Francisco State University, shaping policy to address significant barriers to successful transfer, and scaling up regionally. We are excited about expanding Metro Transfer Academies at our campus and boosting the number of URM students who transfer from our institution to San Francisco State University.

Sincerely,

A handwritten signature in black ink, appearing to read "Regina Stanback Stroud". The signature is fluid and cursive, written over a light grey rectangular background.

Dr. Regina Stanback Stroud
President

Schools Within Schools

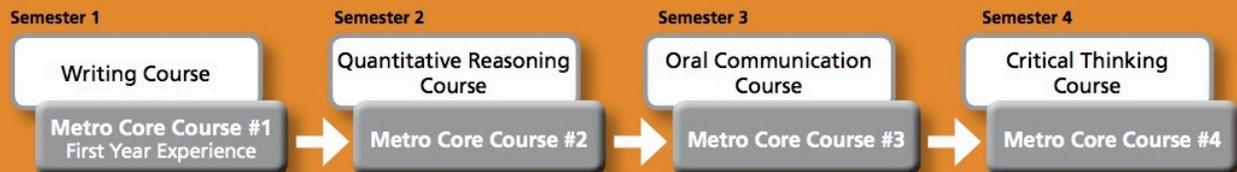
Each Metro Academy reconfigures the first two years of college to create a 'school within a school' for up to 140 students. A cohort of students co-enrolls in two linked general education classes each semester over four semesters. Outreach focuses on high schools and youth agencies that serve students who are first-generation, low-income and/or underrepresented. A community college or university can host any number of academies. Each has a broad career or topic theme, such as Health, Science, Ethnic Studies, Engineering or Liberal and Creative Arts.

Metro College Success Program

Wrap-around Student Services

- Academic counseling
- Tutoring
- Financial aid advising
- Early intervention
- Personalized connections with other campus services

General Education Course Pathway (Example)



Metro also supports students with academic counseling and course planning for the remainder of their schedules taking 12+ units.

Faculty Development

- Faculty community to help transform teaching practices
- High-impact practices and real-world content
- Ongoing support
- 45-hour commitment

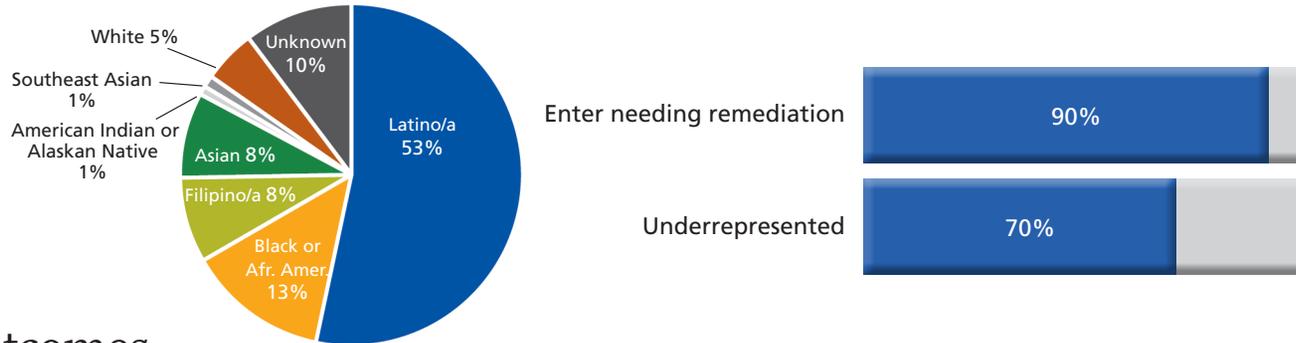
Everything Counts: A Universal General Education Pathway

Every Metro pathway class – regardless of whether it is taken at the community college or university – fulfills general education requirements that count for graduation with both an associate's and a bachelor's degree – for all 289 majors in the Cal State University (CSU) system. At the community college, Metro is a *general education transfer program* leading to guaranteed admission to the CSU. Instead of 'wandering through the curriculum,' Metro students have a clear fast track to graduation.



Metro Academy of Health at City College of San Francisco

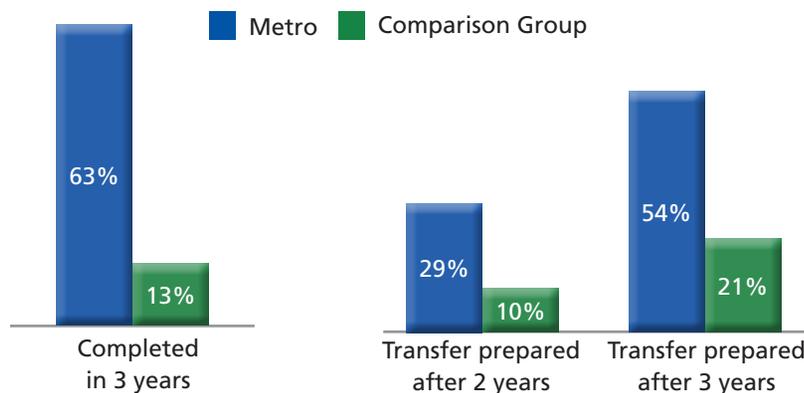
Of all Metro Health students at City College, nine out of ten require remediation, and at least seven out of ten are underrepresented.



Student Outcomes

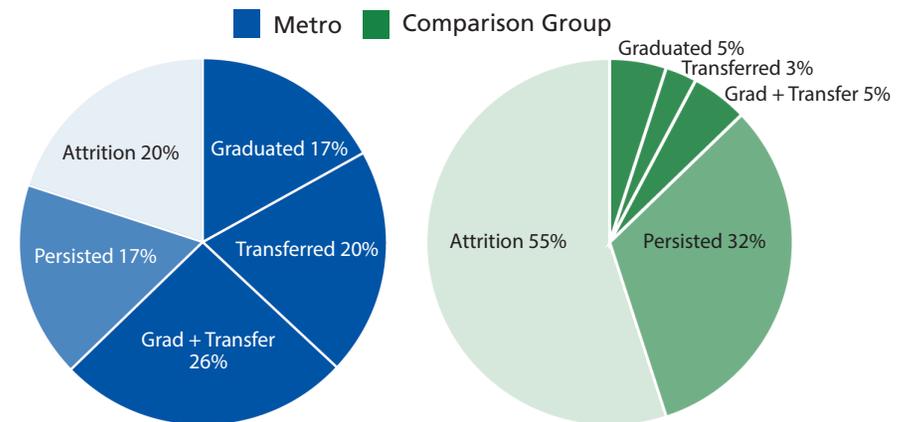
Most Metro students place one to two years below college-level English and math. Despite this disadvantage at the starting line, after only two years, 29% of Metro students are transfer prepared, compared to 10% of a comparison group matched on many variables by Institutional Research: placement level, income, race/ethnicity, transfer units completed, ESL status, subject enrollment, and sought counseling in their first semester (a proxy for high motivation).

Improved time to completion:



Increase in transfer preparedness:

Lower attrition rate:
80% of Metro students complete or persist after three years, versus 45%.

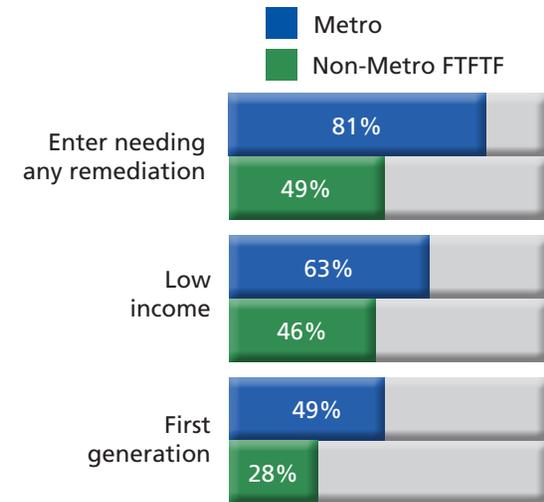
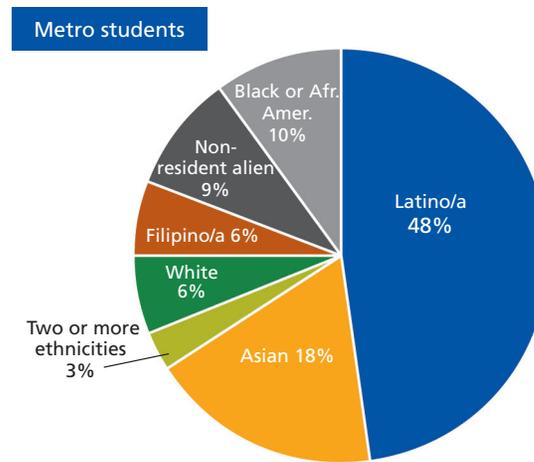
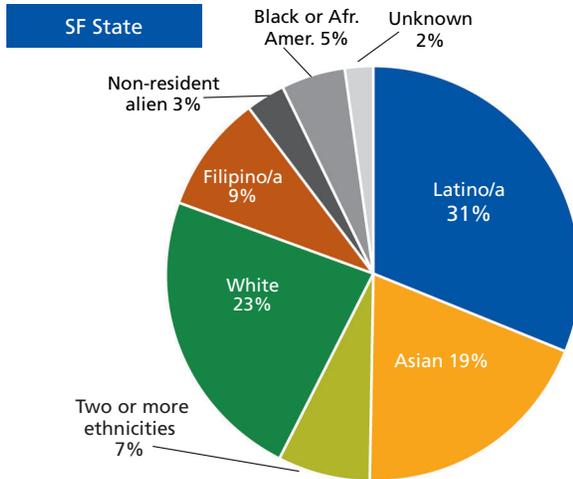


Metro Academies is a redesign of the first two years of college to prepare students for graduation, transfer to university and meaningful careers. Each Metro Academy (Metro) is a 'school within a school' for up to 140 students. The distinguishing feature of the program is a cohort design in which a group of students take two linked general education classes together each semester over four semesters. A cost study shows significant cost reduction per graduate because the program sharply reduces attrition and excess units. Thanks to the Marclad Foundation for its support for this report and to Institutional Research for the data.

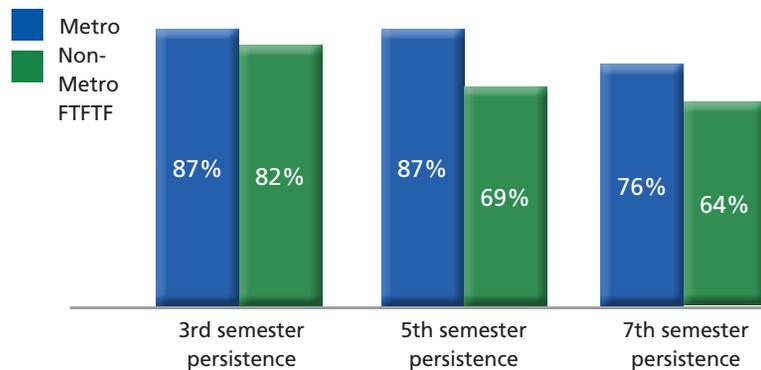


Metro Academies at SF State

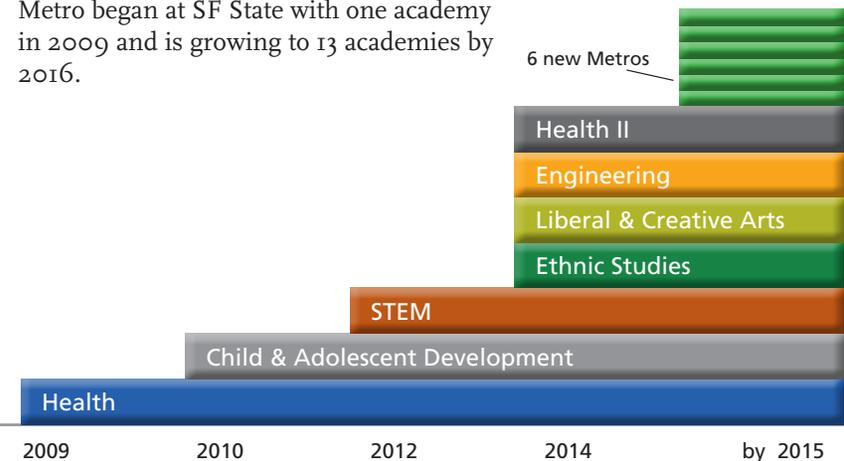
Metro's 2012 cohort included Metro Health, Child and Adolescent Development, and STEM. Compared to all non-Metro first-time full-time freshmen at SF State, Metro students are more likely to be low-income, first-generation college-going, underrepresented, and/or double-remediated. Almost one-third of Metro students also receive EOP services.



Metro students' persistence into their sophomore, junior, and senior year is higher than their more advantaged peers of all non-Metro first-time full-time students at SF State.



Metro began at SF State with one academy in 2009 and is growing to 13 academies by 2016.



Metro Academies is a redesign of the first two years of college to prepare students for graduation, transfer to university and meaningful careers. Each Metro Academy (Metro) is a 'school within a school' for up to 140 students. The distinguishing feature of the program is a cohort design in which a group of students take two linked general education classes together each semester over four semesters. A cost study shows significant cost reduction per graduate because the program sharply reduces attrition and excess units. Thanks to the Marclad Foundation for its support for this report and to Academic Institutional Research for the data.



Metro Academies Initiative

COLLEGE COMPLETION WITH EXCELLENCE AND EQUITY

Metro Academies Initiative

Toolkit

An adaptation guide for new Metro programs





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Metro College Success Program Application

Sources for Item 1:	
Statement	Source
“In the CCC system, more than six in 10 underrepresented students drop out...”	Moore, C., and Shulock, N. <i>Beyond the Open Door: Increasing Student Success in the California Community Colleges</i> . Sacramento, Calif.: Institute for Higher Education Leadership and Policy, 2007. Gandara, P., Alvarado, E., Driscoll, A., & Orfield, G. (2012). <i>Building Pathways to Transfer: Community Colleges That Break the Chain of Failure for Students of Color</i> . Retrieved from http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED529493
“...in the CSU system, almost four in 10 underrepresented students drop out ...”	California State University Dashboard , 2010 data www.calstate.edu/dashboard

Sources for Item 2: Student Profile/Barriers to Four-Year Graduation /Transfer	
Statement	Source
“Graduation rates at universities and community colleges have shown virtually no improvement ...”	Brock, T. (2010). Young adults and higher education: barriers and breakthroughs to success. <i>The future of children</i> , 20(1), Retrieved from http://www.futureofchildren.org/futureofchildren/publications/journals/article/index.xml?journalid=72&articleid=523
“... widening graduation gap between low-income students and their more affluent peers.”	Engle, J., Lynch, M. (2009). <i>Charting a necessary path: the baseline reports of public higher education systems in the access to success initiative</i> . Washington, DC: The Education Trust. Retrieved from http://www.nashonline.org/System%20Profiles/NASH-EdTrust.BaselineReport.pdf

Sources for Item 2: Student Profile/Barriers to Four-Year Graduation /Transfer	
Statement	Source
<p>“California, home to one out of eight US college students, has nearly the worst graduation gap between underrepresented students and their white peers ...”</p>	<p>Moore, C., Offenstein, J., Shulock, N. (2011). <i>Consequences of neglect: performance trends in California higher education</i>. Retrieved from California State University Sacramento, Institute for Higher Education Leadership & Policy Web site: http://www.csus.edu/ihelp/pages/publications.html</p> <p>NCHEMS Information Center for Higher Education Policymaking and Analysis. (2009). <i>Progress and Completion: Retention Rates- First-Time College Freshmen Returning Their Second Year</i> [Data table]. Retrieved from http://www.higheredinfo.org/dbrowser/index.php?submeasure=229&year=2008&level=nation&mode=data&state=0</p>
<p>“California’s community college system has nearly one fourth of US community college students ...”</p> <p>“serves three quarters of our state’s Latino/a college students and two thirds of African American college students ...”</p>	<p>Pope, J. (2009, October 10). College tuition costs rise again. <i>The Huffington Post</i>. Retrieved from http://www.huffingtonpost.com/2009/10/20/college-tuition-costs-rise_n_327398.html</p> <p>The Civil Rights Project. (2012). CRP calls for fundamental changes in California's community colleges. Retrieved from http://civilrightsproject.ucla.edu/news/press-releases/crp-press-releases-2012/</p>
<p>“...of California Community College students who show intent to transfer, only 18% of Latino/a students and 15% of African American students actually complete their two-year degree and transfer within six years.”</p>	<p>Moore, C., & Shulock, N. (2007). Beyond the open door: Increasing student success in the California Community Colleges. Sacramento, CA: Institute for Higher Education Leadership & Policy, CSU Sacramento.</p>
<p>“A 2014 study by Complete College America ...”</p>	<p>Complete College America. (2014) <i>Four-year myth</i>. Retrieved from: http://completecollege.org/wp-content/uploads/2014/11/4-Year-Myth.pdf</p>

Sources for Item 2: Student Profile/Barriers to Four-Year Graduation /Transfer	
Statement	Source
“In California, the Legislative Analyst’s Office estimates ... excess units cost the state \$160 million per year ...”	Skinner, E. (2011). Challenges of college transfer: Senate bill 1440: the student transfer reform act. <i>iJournal</i> . Issue 27. Retrieved from http://ijournalccc.com/articles/content/senate-bill-1440-student-transfer-achievement-reform-act
“The first [barrier] is a lack of guided pathways ...”	Complete College America. (2014) <i>Four-year myth</i> . Retrieved from: http://completecollege.org/wp-content/uploads/2014/11/4-Year-Myth.pdf
“Many students have limited access to academic advisors...”	Holland, G. (2009.) California’s community colleges near the breaking point. Los Angeles, CA: Los Angeles Times. Retrieved from http://articles.latimes.com/2009/feb/03/local/me-transfer3
“...are unprepared for placement testing ...;	Oakes, J., Rogers, J., Silver, D., Valladares, S., Terriquez, V., McDonough, P., Renee, M., et al. (2006). <i>Removing the Roadblocks: Fair College Opportunities for All California Students</i> . Los Angeles, CA: UC/ACCORD and UCLA/IDEA. Retrieved from http://idea.gseis.ucla.edu/publications/files/RRRemovingRoadblocksFULL.pdf Attewell, P., Lavin, D., Domina, T., & Levey, T. (2006). News on college remediation. <i>The Journal of Higher Education</i> , 77. Retrieved from http://muse.jhu.edu/journals/journal_of_higher_education/v077/77.5attewell.html doi: 10.1353/jhe.2006.0037
“...cannot get into required classes ... and/or face inconsistent transfer agreements ...”	Complete College America. (2014) <i>Four-year myth</i> . Retrieved from: http://completecollege.org/wp-content/uploads/2014/11/4-Year-Myth.pdf

Sources for Item 2: Student Profile/Barriers to Four-Year Graduation /Transfer	
Statement	Source
“... transfer students are not advised to obtain an associate degree ...”	Jenkins, D. (2014) <i>Why get an associate degree when I want a bachelor's?</i> (2014) Retrieved from http://completionbydesign.org/blog/why-get-an-associate-degree-when-i-want-a-bachelor%E2%80%99s
“The Community College Survey of Student Engagement looked at the success factors ...”	Center for Community College Student Engagement. (2010). <i>The heart of student success: teaching, learning, and college completion (2010 CCCSE Findings)</i> . Austin, TX: The University of Texas at Austin, Community College Leadership Program.
“ ... In the aggregate, interaction with peers is probably the most pervasive and powerful force in student persistence and degree completion.	Pascarella, E. T., & Terenzini, P. T. (2005). <i>How college affects students: a third decade of research</i> (1st ed.). San Francisco: Jossey-Bass.
“... juggle work and school ...”	Rivas, J. (2011, September 28). Study: Many College Students are Part-Timers, Less Likely to Graduate. <i>Colorlines</i> . News, . Retrieved October 3, 2011, from http://colorlines.com/archives/2011/09/new_study_finds_majority_of_college_students_are_now_part-timers_who_are_less_likely_to_graduate.html
“...students coming from resource-poor inner city high schools arrive a college with weak academic foundation skills ...”	King, K.R., McEvoy, S., Teixeira S. (2011). Dismantling college opportunity in California, p. 115, in Orfield, G (Ed.) <i>The CSU Crisis and California's Future</i> . Los Angeles, CA: The Civil Rights Project/Proyecto Dreechos Civiles at UCLA, www.civilrightsproject.ucla.edu The National Center for Public Policy and Higher Education. (2010). Beyond the rhetoric: improving college readiness through coherent state policy. Retrieved from http://www.highereducation.org/reports/college_readiness/CollegeReadiness.pdf

Sources for Item 2: Student Profile/Barriers to Four-Year Graduation /Transfer	
Statement	Source
<p>“...too often these classes use non-engaging teaching methods such as PowerPoint-based lectures, although research has found that using realistic cases and interactive problem-solving is associated with better retention ...”</p>	<p>Brock, T. (2010). <i>Young adults and higher education: barriers and breakthroughs to success. The future of children, 20(1)</i>, Retrieved from http://www.futureofchildren.org/futureofchildren/publications/journals/article/index.xml?journalid=72&articleid=523</p> <p>Kuh, G.D. (2008). <i>High-impact educational practices: what they are, who has access to them, and why they matter</i>. Washington, DC: AAC&U Publications.</p> <p>National Survey of Student Engagement. (2005). <i>NSSE 2005 Annual Report</i>.</p>
<p>Disconnected student services</p>	<p>Bailey, T., Jaggars, S.S., & Jenkins, D. (2011). <i>Introduction to the CCRC assessment of evidence series</i>. New York, NY: Teachers College, Columbia University, Community College Research Center Retrieved from http://ccrc.tc.columbia.edu/Publication.asp?UID=845</p> <p>Holland, G. (2009.) <i>California’s community colleges near the breaking point</i>. Los Angeles, CA: Los Angeles Times. Retrieved from http://articles.latimes.com/2009/feb/03/local/me-transfer3</p>
<p>“...The lack of professional development and structures for continuous program improvement.”</p>	<p>Bailey, T., & Alfonso, M. (2005). <i>Paths to persistence: an analysis of research on program effectiveness at community colleges</i>. Indianapolis, IN: Lumina Foundation for Education. Retrieved from http://www.luminafoundation.org/publications/PathstoPersistence.pdf</p>
<p>“...Lack of rigorous, explicit, consistent standards for student learning outcomes, and lack of accountability ...”</p>	<p>Arum, R, & Roksa, J. (2011). <i>Academically adrift: limited learning on college campuses</i>. Chicago, IL: University Of Chicago Press.</p>

Sources for Item 2: Student Profile/Barriers to Four-Year Graduation /Transfer	
Statement	Source
73% of California’s youth 18 and under are from communities of color, with fully half being Latino.	Tran, J. & Treuhaft, S. (2012). <i>California’s tomorrow: equity is the superior growth model</i> . Oakland, CA: Policy Link and USC Program for Environmental & Regional Equity.

Sources for Item 7: Risks or Trade-Offs	
Statement	Source
“...MDRC’s 2014 study, which looked at 84 ‘small public high schools of choice ...”	Bifulco, R., Bloom, H. and Unterman, R. (2014) <i>The relative costs of New York City’s new small public high schools of choice</i> .
“...10 high-impact educational interventions that produced quantifiable compensatory effects ...”	Kuh, G.D. (2008). <i>High-impact educational practices: what they are, who has access to them, and why they matter</i> . Washington, DC: AAC&U Publications. Metro uses these high-impact best practices: First-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive course, collaborative assignments and projects, diversity/global learning, and the later addition of electronic portfolios.
“...meta-analysis carried out by the CCRC ...”	Bailey, T., Jaggars, S.S., & Jenkins, D. (2011). <i>Introduction to the CCRC assessment of evidence series</i> . New York, NY: Teachers College, Columbia University, Community College Research Center Retrieved from http://ccrc.tc.columbia.edu/Publication.asp?UID=845

Timeline for Metro College Success Program Goals/Objectives, 2015-2019

	AY 2014-15			AY 2015-16			AY 2016-17			AY 2017-18			AY 2018-19		
	Sum	Fall	Spring												
I. Demonstrate Metro’s scalability and impact on graduation and transfer in CSU and community college settings.															
<i>Scale-up at San Francisco State University</i>															
1. Prepare for 3 new fall 2015 Metros (underway). ¹															
2. Metro coordinator training															
3. Faculty development															
4. Student cohorts start classes in Metros #8-10; Metros are then ongoing.															
5. Prepare for 6 new fall 2016 Metros.															
6. Coordinator training															
7. Faculty development															
8. Student cohorts start classes in Metros #11-16.															
9. Prepare for 5 new fall 2017 Metros.															
10. Coordinator training															
11. Faculty development															
12. Student cohorts start classes in Metros #17-21.															
13. Prepare for 5 new fall 2018 Metros.															
14. Coordinator training															

¹ In addition to SF State’s 7 existing Metros, preparation is underway for three new Metros which will start classes in Fall 2015. As explained in the application, preparation includes selecting the Metro discipline, Metro coordinators and faculty, defining the core course pathway, and student recruitment. This is followed by Metro coordinator training, and the 45-hour faculty development process, which includes preparing core course materials.

	AY 2014-15			AY 2015-16			AY 2016-17			AY 2017-18			AY 2018-19		
	Sum	Fall	Spring												
15. Faculty development															
16. Student cohorts start classes in Metros #22-26.															
<i>Implement "Metro Plus" follow-up program at San Francisco State University</i>															
17. Finalize Metro Plus design.															
18. Pilot Metro Plus.															
19. Phase in Metro Plus.															
20. Metro Plus fully implemented.															
<i>Scale-Up at City College</i>															
21. Prepare for new fall 2015 Metro.															
22. Coordinator training															
23. Faculty development															
24. Student cohorts start classes in Metro #3 at Mission.															
25. Prepare for 2 new fall 2016-17 Metros.															
26. Coordinator training															
27. Faculty development															
28. Student cohorts start classes in Metros #4-5.															
29. Prepare for new fall 2017 Metro.															
30. Coordinator training															
31. Faculty development															
32. Student cohorts start classes in Metro #6.															

	AY 2014-15			AY 2015-16			AY 2016-17			AY 2017-18			AY 2018-19		
	Sum	Fall	Spring												
Implement Metro Leadership Council at City College.															
II. By 2017, complete a cost-efficiency study on scaled-up Metro Academies.															
III. Demonstrate and evaluate policy changes.															
33. Pilot “affiliate campus” relationship between City College/SF State.															
34. Pilot requirement that students obtain associate degree on exit from City College.															
35. Evaluate outcomes of policy changes.															
36. If warranted, work with system Chancellor’s Offices to promote broader adoption in the CCC/CSU.															
IV. By 2018, implement the first phase of statewide scale-up.															
37. Finalize MOUs/Strategic plans/leadership teams for dissemination to Skyline and Diablo Valley Colleges and up to three CSU campuses.															
39. Prepare Metro toolkit version 3.0															
40. Hold Metro Summer Institute.															

	AY 2014-15			AY 2015-16			AY 2016-17			AY 2017-18			AY 2018-19		
	Sum	Fall	Spring												
41. CSUs/Comm. colleges prepare for new Fall 2018 Metros.															
41. Coordinator training															
42. Faculty development															
43. Student cohorts start classes.															
V. Evaluate Metro College Success Program against goals.															
44. Prepare annual reports on transfer, 4-year graduation and persistence for review/ action by institutional leaders.															
45. Complete implementation of Salesforce database.															
46. Implement Salesforce database enhancements.															
47. Complete assessment of Metro's impact on writing and critical thinking skills															
48. Complete research study on how psychosocial factors affect Metro student success.															



Metro Academies Lowers Cost per Graduate at a University and a Community College



Summary

Metro Academies (Metro) is a program founded in 2007 by a long-standing partnership of San Francisco State University (SF State) and City College of San Francisco (City College). It is a redesign of the first two years of college to increase graduation rates—and at the community college, transfer rates. Metro’s outreach focuses on high school graduates who are low-income, first-generation and/or underrepresented.

With modest additional costs, Metro has been able to sharply improve student outcomes at this critical time when the data show that very large numbers of students would otherwise drop out. Each Metro is a “school within a school” for up to 140 students. Metro’s distinguishing feature is that students are organized in a long duration learning community of two linked classes per semester, cohorted over four semesters, giving them a personalized educational home.

By making a small extra investment on the front end—the first two years of college—institutions can realize large cost reductions on the back end.

Less attrition + timely graduation = cost reduction

Metro students strongly outperform their more advantaged peers in graduation rates and time to degree, despite the fact that most initially place at “double remedial” in English and math. Metro sharply reduces attrition and excess units (<http://metroacademies.org/news/outcomes>). Once these hidden costs are factored in, it becomes clear that Metro is substantially less expensive per graduate than current practice.

At SF State: Metro requires an additional investment of \$470 per year per student for two years—a 4.5% increase—yet reduces overall costs per graduate by \$17,879, leveraging each dollar of investment 19 times. Throughout the CSU, the most common time to graduation is now six years. In contrast, for most Metro students, a full year is shaved off, with nearly two thirds of Metro students graduating in five years. Metro students also save on average, one year of tuition and earn an extra year of wages.

At City College: Metro requires an additional investment of \$740 per student per year—an 8% increase—yet reduces overall costs by \$22,714 per completer (graduation and/or transfer), leveraging each dollar of investment 15 times. At City College, only six percent of the comparison group completes in two years, compared to 34% of Metro students. Metro has an average projected completion time of three years, compared to five years in usual practice—shaving off two years. In addition, Metro students save two years of tuition and earn two extra years of wages.

■ Spending in years 1 & 2 ■ Extra cost of Metro in years 1 & 2 ■ Spending in years 3 on to graduation

Cost per graduate at SF State:

Comparison group



Metro Academies



\$944

Cost per completer at City College:

Comparison group



Metro Academies

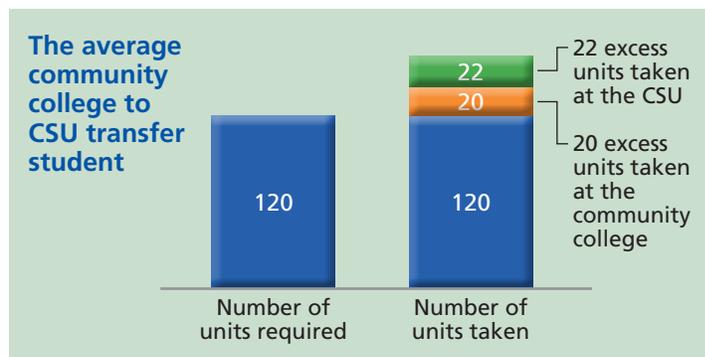
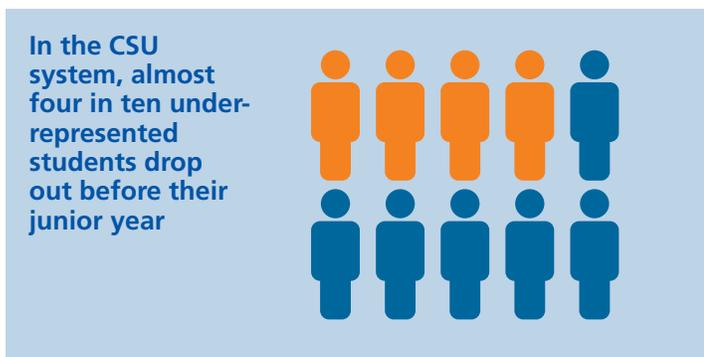


\$1,484



Problems

The research literature shows that there are very substantial hidden costs in current practice: attrition, students taking courses off path, course repetition, and delayed time to degree. "Excess units" is one important reason for delayed completion, especially for community college students. Students may enroll in off-path courses when they have weak access to academic advising, or when the courses they need are not available and they enroll in random courses to maintain their financial aid eligibility. Students also accrue excess units when their community college courses are later not accepted at the California State University, or if they need to retake a course for a passing grade. For the community college system, the Legislative Analyst's Office estimates the cost to California of excess units at \$160 million per year.



Methodology

The technical expert on this study was Dr. Robert Johnstone of the Research and Planning Group and the National Center for Inquiry and Improvement. Dr. Johnstone used the "Pro Forma Model," a method that has been used to analyze the cost efficiency of many educational programs in California Community Colleges since 2005. The Delta Cost Project uses a similar method in its studies of postsecondary financing nationally. Dr. Johnstone identified the annual spending on Metro and non-Metro students and calculated average time to degree for both groups, using program operating budgets from our most mature programs (Metro Health, 2012-13) and institutional data on costs and student outcomes. At SF State, Metro's diverse, low-income students were compared to all first-time first-year students. At City College, Institutional Research developed a comparison group matched on many variables <http://metroacademies.org/news/coststudy>.

Metro program features and scale-up

In addition to the two-year student learning community, wrap-around student support is based in classes, including tutoring and academic counseling. Each Metro has a broad career or topic theme, engaging students early in relevant, real-world issues. SF State currently operates three Metros in Health, STEM and Child Development, and City College operates its own Metro Academies in Health and Early Childhood Education. Instructors learn high-impact pedagogies in a faculty learning community. With a recent investment from the CSU Chancellor's Office, work is in progress for a permanent expansion to a total of 15 Metros by 2015.

Conclusion

Data on outcomes and cost indicate that the Metro model holds promise to cost efficiently increase college success and degree completion for low-income, first-generation and underrepresented students. By investing a small amount on the front end—the first two years of college—institutions can realize a much larger cost reduction per graduate on the back end. Often during tight budget periods, institutions understandably develop a default stance: "We can't afford any new expense." However, once the current high costs of attrition and excess units are brought into view, the question shifts fundamentally: Can we afford *not* to invest in improving the support we give California's diverse young people, both to reduce costs substantially, and to allow more students to cross the finish line to graduation?



Cumulative Broad Support for Metro College Success Program, 2007-2014 Letters or Memoranda of Understanding (MOUs) in Hand	
California Postsecondary System Leaders	
Dr. Timothy P. White	Chancellor, California State Universities
Dr. Brice W. Harris	Chancellor, California Community Colleges
Ken O'Donnell, MFA	Senior Director, Student Engagement & Academic Initiatives and Partnerships Office of the Chancellor, California State University
San Francisco State University	
Dr. Leslie E. Wong	President
Dr. Sue V. Rosser	University Provost and Vice President of Academic Affairs
City College of San Francisco Leadership	
Dr. Arthur Q. Tyler	Chancellor
Susan Lamb	Vice Chancellor Academic Affairs
Terrance Hall, MPH	Dean, College of Health
CSU/CCC Leaders Letters of Support/Interest (2009-2014)	
Peter Garcia	President, Diablo Valley College
Dr. Regina Stanback Stroud	President, Skyline College
Dr. James M. Rosser	President, CSU Los Angeles
Beatrice Yorker	Dean, College of Health and Human Services, CSU LA
Dr. F. King Alexander	President, CSU Long Beach
Eloy Ortiz Oakley	Superintendent-President, Long Beach City College
Farley Herzak	Interim President, East Los Angeles College

Professional Associations Endorsing Metro College Success Program

- The American Association of Public and Land Grant Universities (APLU) – In 2013, Metro earned one of three top national awards for college completion programs.
- The American Association of Colleges and Universities (AAC&U)
- The American Association of Community Colleges (AACCC)
- The American Association of State Colleges and Universities (AASCU)
- The Bay Area Regional Health Inequities Initiative (a collaborative of nine Bay Area health departments)
- Jossey/Bass Wiley and Sons Publishers
- National Association of System Heads
- The National Association of County and City Health Officials
- RC 2000 Urban Coalition of Community Colleges

Congress and Elected Officials

- US Senator Barbara Boxer
- US Senator Dianne Feinstein
- US Representative Nancy Pelosi
- US Representative Judy Chu
- US Representative Jackie Speier
- Mayor Edwin Lee, City and County of San Francisco

Metro College Success Program Recruitment Partners

High Schools

Abraham Lincoln High School	San Francisco City and County
Academy of Arts & Science	San Francisco City and County
Albany High	Albany, Alameda County
ARISE High School	Oakland, Alameda County
Balboa High School	San Francisco City and County
Berkeley High School	Berkeley, Alameda County
Capuchino High School	San Bruno, San Mateo County
Carlmont High School	Belmont, San Mateo County
Castlemont High School	Oakland, Alameda County
City Arts & Technology High School	San Francisco City and County
Fremont High School	Oakland, Alameda County
Galileo Academy of Science & Technology	San Francisco City and County
Gateway High School	San Francisco City and County
George Washington High School	San Francisco City and County
Hilltop High School	San Francisco City and County
Ida B. Wells High School	San Francisco City and County
Immaculate Conception Academy	San Francisco City and County
John O'Connell High School	San Francisco City and County
June Jordan High School	San Francisco City and County
Leadership High School	San Francisco City and County
Life Academy	Oakland, Alameda County
Lowell High School	San Francisco City and County
McClymonds High School	Oakland, Alameda County
Metwest High School	Oakland, Alameda County
Mission High School	San Francisco City and County
Oakland Technical High School	Oakland, Alameda County
Phillip & Sala Burton High School	San Francisco City and County
Raoul Wallenburg High School	San Francisco City and County
San Rafael High School	San Rafael, Marin County
School of the Arts	San Francisco City and County
Sequoia High School	Redwood City, San Mateo County
South San Francisco High School	South San Francisco, San Mateo County
Thurgood Marshall Academic High School	San Francisco City and County

Community-Based College Preparation Organizations

1. ASI Project Connect
2. AVID
3. Bridge to Success
4. Cesar E. Chavez Institute at San Francisco State University
5. College Track
6. East Bay College Consortium
7. First Graduate
8. Health Academy
9. Huckleberry Youth Programs
10. Improving Dreams, Equity, Access and Success (IDEAS) at SF State University
11. Latino Services Network at City College
12. Maison Scholar Award
13. Mission Graduates
14. Peer Resources
15. SF Promise
16. Step 2 College



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Students Find Success in Metro Academy Programs

Posted on [March 16, 2012](#) by [Eduardo Ochoa](#)

After watching Camille Jackson blossom in the Metro Academy program at City College of San Francisco, her mother was inspired to go back to school and continue her own education. This is just one instance of how this innovative program is producing positive ripple effects throughout communities. Jackson and other students shared their stories earlier this month during a Metro Academy briefing sponsored by Rep. Lynn Woolsey (D-Calif.), at the U.S. Capitol, explaining how the successful partnership between San Francisco State University (SFSU) and City College of San Francisco (CCSF) is helping them work their way to fulfilling the American dream.



SF State Provost and Vice President of Academic Affairs Sue Rosser, from left, Metro Academies Program Director Mary Beth Love and Metro Academies Curriculum and Faculty Affairs Director Savita Malik participate in a Capitol Hill briefing on Metro Academies in Washington, D.C. Photos by Rishi Malik, courtesy of San Francisco State University.

Metro Academy is a structured two-year program, supported in part with a Fund for the Improvement of Postsecondary Education (FIPSE) grant from ED's Office of Postsecondary Education, that helps lead students directly to an associate's degree and then into a bachelor's degree program. The Academy programs cover all the general education requirements of the bachelor's and are designed around career themes.

The problem-based curriculum keeps students engaged, and the lockstep sequence of courses shortens completion time and raises completion rates. So far, the SFSU-CCSF partnership has Academy programs in [health](#) and [early childhood education](#), with another program focused

on STEM careers starting in the fall.

As reported by Savita Malik, the Metro Academies' curriculum and faculty affairs director, the program adopts many of the best practices in higher education, such as the learning outcomes recommended by the [American Association of Colleges and Universities](#), and high-impact educational practices such as learning communities, writing-intensive courses, integrated student support services, and others.



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The results have been remarkable: higher persistence rates, higher GPAs, and faster progress to degree. And best of all, these practices are cost-effective. While they require a small additional investment per student, it actually lowers the cost per completed degree, as Jane Wellman—a higher education cost expert—informed the briefing attendees.

Like Camille Jackson, Alexander Leyva-Estrada is another student who credits his success to Metro Academy, from which he graduated in 2010. Leyva-Estrada, a first-generation college student, is now a junior majoring in health education at San Francisco State, and thoroughly enjoying the new world of learning and opportunities that is unfolding before him. Both Camille and Alexander gave moving personal testimonials about their experience during our briefing, demonstrating that success for all our students is possible and within our reach.

Eduardo Ochoa is Assistant Secretary for Postsecondary Education

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One Response to *Students Find Success in Metro Academy Programs*

Justin says:

March 17, 2012 at 2:39 am

GREAT ARTICLE! I wanted to share that I am a graduate student in the Counseling Program at SF State and I am interning working directly with Metro at SF State. I have met with 2 separate co-horts and counsel one-on-one with Metro students regarding academic, career, and personal goals. So far my experience has been AMAZING! Most of the Metro students are first-generation, coming from many diverse cultural backgrounds and underrepresented as well. They all have inspiring stories to share and many feel that they are carrying the hopes of a bunch of people when they attend SF State. The road for Metro students is difficult because these students must create opportunities for themselves, however, Metro helps facilitate these opportunities. When these students open up to me and share their stories with me, it is amazing to see how they keep getting up when life knocks them down. I always tell the students I see that life will always throw obstacles, challenges, and adversity at them, but I do not want that to defeat them, but rather define them. There is absolutely no monetary value that can be placed on the feeling that comes when you know you are and have made a difference in another person's life. I will continue to dedicate my time, energy, and passion to work with Metro because this program is creating the impossible, possible for Metro students!

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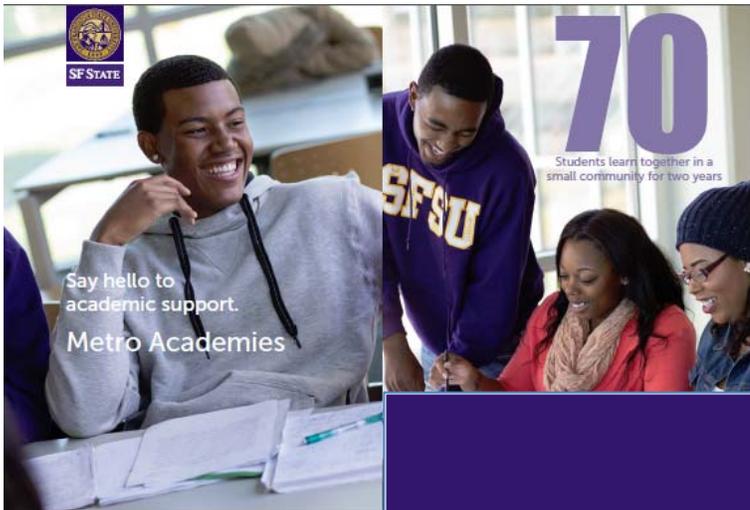
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Email Updates

To sign up for email updates from Secretary Duncan and the Department of Education, please enter your email address below.

*Email Address

Metro Student Recruitment Brochure



Say hello to...

Academic support

Metro Academies (Metro) helps first-generation, low-income and/or historically underrepresented students succeed at San Francisco State University. Each Metro is a learning community with personalized in-class academic support, advising and tutoring.

Learn more about the ways Metro can support you throughout your first two years at SF State and how to apply.

More info:
metro.sfsu.edu

Say hello to someone who can answer your questions.

Metro Academies

Phone
415.338.3034

Fax
415.338.7948

E-mail
metro@sfsu.edu

Web
metro.sfsu.edu

Mail
Metro Academies, San Francisco State University
1600 Holloway Avenue HSS 326
San Francisco, CA 94132



Metro Admissions

Who Can Apply

High school seniors applying and/or accepted to SF State who are able to attend full time are eligible to submit a Metro application. AB 540/undocumented students are encouraged to apply.

When to Apply

Applications are accepted on a rolling basis beginning the September prior to your first semester at SF State. Admissions are ongoing and seats are available until filled.

Application Process

The Metro application must be submitted separately from the CSU Mentor SF State application. Students must attend one mandatory Metro information session in March or April to be considered for the program. Details on information sessions will be e-mailed to all Metro applicants beginning early February. Metro begins notifying students of Metro program acceptance status beginning mid-March via e-mail. Notification of admission to SF State and notification of admission to Metro are two separate steps.

Apply online at metro.sfsu.edu or Download, print and complete and mail to:

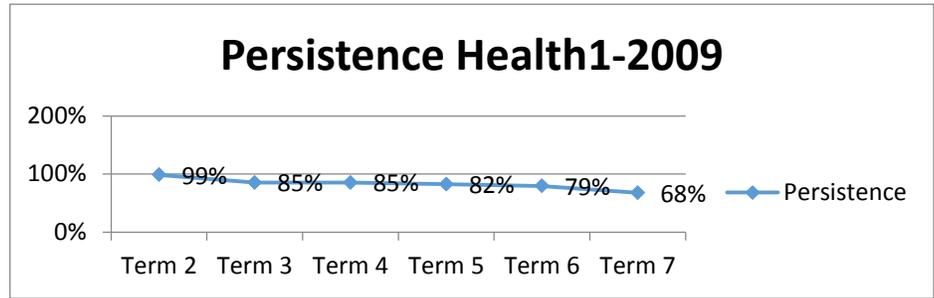
Metro Academies, San Francisco State University
1600 Holloway Avenue HSS 326
San Francisco, CA 94132



Health1-2009

Total # of students 68

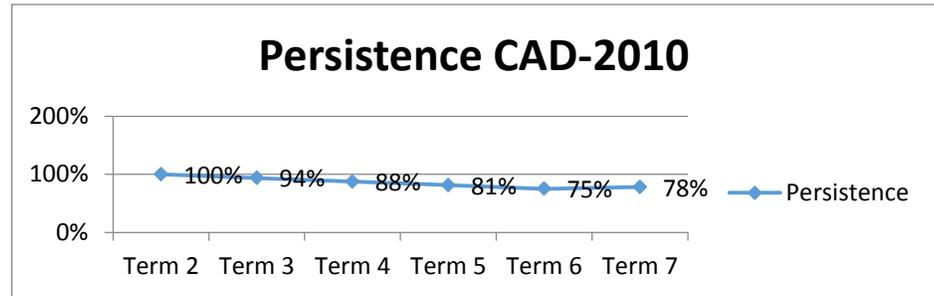
4-YR Graduation - Spring 13	16	24%
5-YR Graduation - Spring 14	14	44%
Term 2	67	99%
Term 3	58	85%
Term 4	58	85%
Term 5	56	82%
Term 6	54	79%
Term 7	46	68%



CAD-2010

Total # of students 32

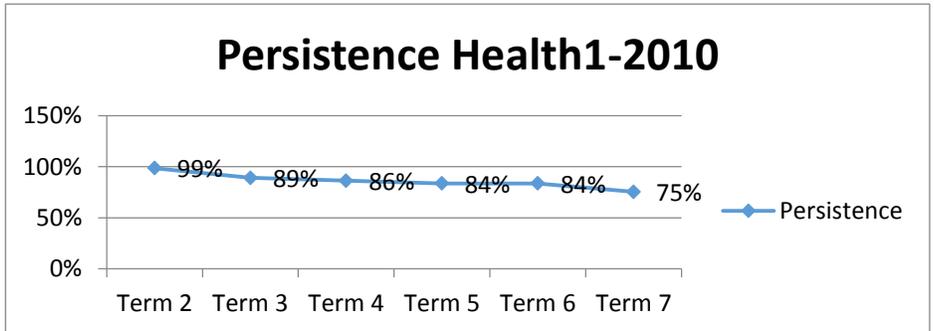
4-YR Graduation - Spring 14	17	53%
5-YR Graduation - Spring 15	9	81%
Term 2	32	100%
Term 3	30	94%
Term 4	28	88%
Term 5	26	81%
Term 6	24	75%
Term 7	25	78%



Health1-2010

Total # of students 73

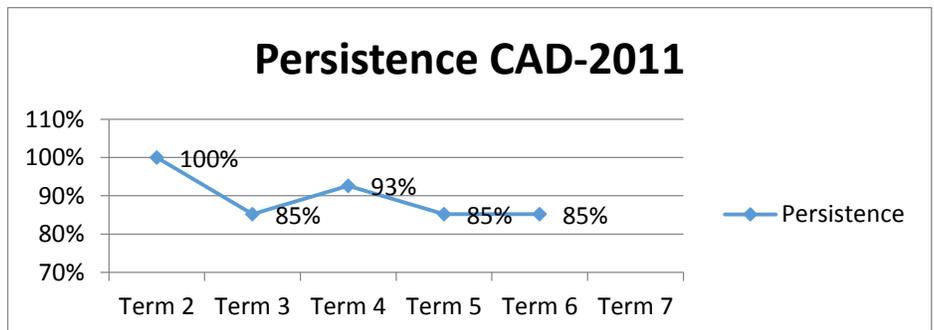
4-YR Graduation - Spring 14	N/A	
5-YR Graduation - Spring 15	N/A	
Term 2	72	99%
Term 3	65	89%
Term 4	63	86%
Term 5	61	84%
Term 6	61	84%
Term 7	55	75%



CAD-2011

Total # of students 27

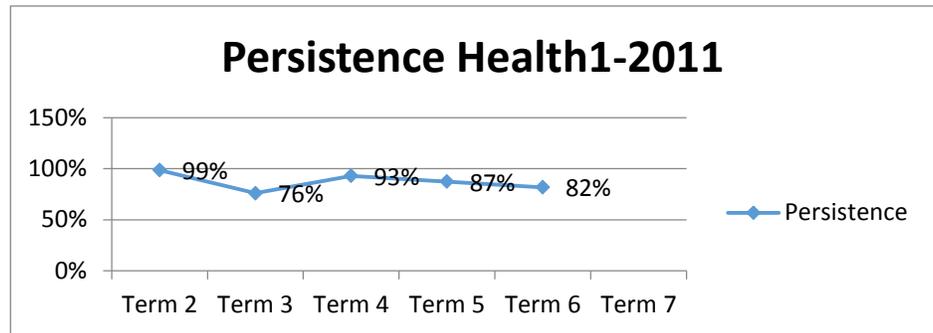
Term 2	27	100%
Term 3	23	85%
Term 4	25	93%
Term 5	23	85%
Term 6	23	85%
Term 7	N/A	



Health1-2011

Total # of students 71

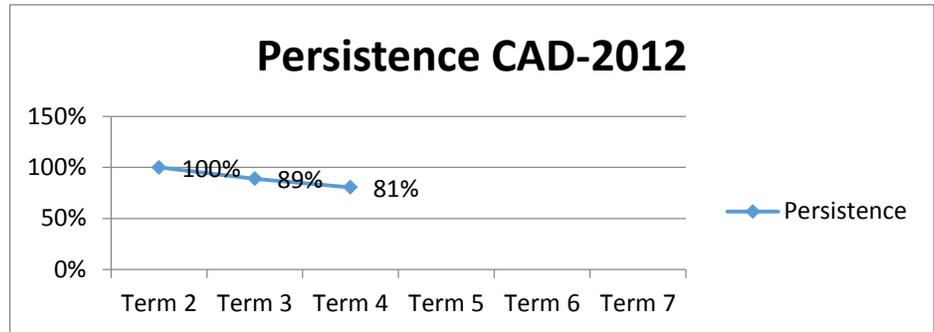
Term 2	70	99%
Term 3	54	76%
Term 4	66	93%
Term 5	62	87%
Term 6	58	82%
Term 7	N/A	



CAD-2012

Total # of students 36

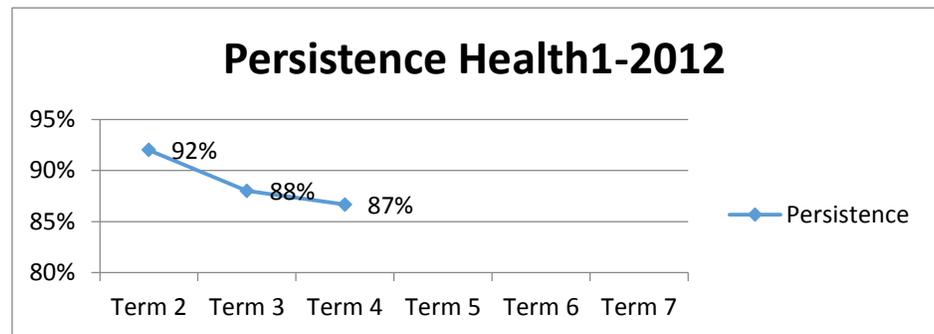
Term 2	36	100%
Term 3	32	89%
Term 4	29	81%
Term 5	N/A	
Term 6	N/A	
Term 7	N/A	



Health1-2012

Total # of students 75

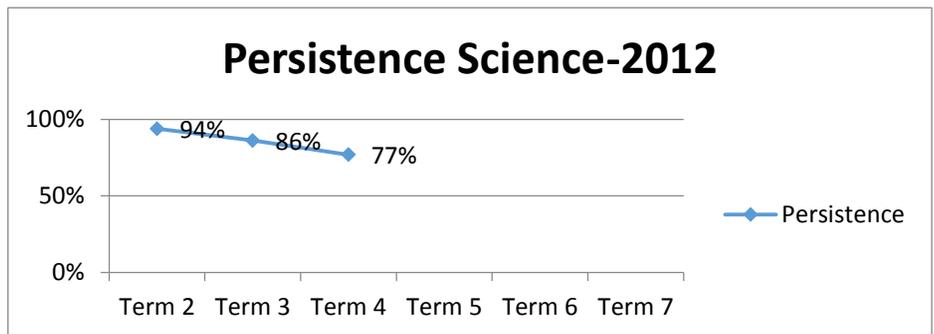
Term 2	69	92%
Term 3	66	88%
Term 4	65	87%
Term 5	N/A	
Term 6	N/A	
Term 7	N/A	



Science-2012

Total # of students 65

Term 2	61	94%
Term 3	56	86%
Term 4	50	77%
Term 5	N/A	
Term 6	N/A	
Term 7	N/A	



Persistence Rates of SF State Metro Students vs.
Underrepresented Full-Time First-Time Freshmen

