

Evaluation Report on the Partnership for Student Success: Year Two

As the Partnership for Student Success begins its third year at SBCC, we are pleased to present our evaluation report for 2007-08. As the following reports by the Gateway to Success Program, the Writing Center, the Math Lab, and the Academic Achievement Zone indicate, the Partnership continues to demonstrate strong success rates, especially among basic skills students. Course completion rates increase even further when students take full advantage of our Partnership programs. In addition, several of the reports also include updates on initiatives that were approved by the Senate and funded by the College's ESL/Basic Skills allocation.

Two other reports are included here. The first is a progress report from the ESL Department on their curriculum redesign project that began in January 2008. The Department has worked hard to develop integrated courses and provide more ways to meet the needs of ESL students, allowing them to complete the ESL Program more quickly and transition into higher level college courses and certificate programs. The second is a report from the Communication Department. In it, the Department describes its utilization of online instructional aides (OIAs) as tutors. Because the original PSS and ESL/Basic Skills allocations to increase OIAs were intended to increase student success through online tutoring, we are recommending that these funds be separated from the regular OIA budget and used to support online classes that use OIAs in ways that assist students to successfully complete their online courses.

It is clear that increasing numbers of SBCC students are taking advantage of the expanded support services provided by the Partnership, and that this support is having a positive impact on their academic success. Of special note are Student Success counselors who are providing interventions for at risk students and who are developing an online Early Warning System to assist faculty in making timely referrals to a wide array of campus services. Not only are our students benefiting from the support they receive, but the students who provide that support are benefiting as well. In a study done by the College, Gateway instructional aides were found to have much higher success rates in their own classes once they began working in the Gateway Program.

SBCC's college wide effort to change the culture of the campus is truly paying off. Students are much more aware of the services offered on our campus and are taking advantage of these services in growing numbers. Over 5,000 tutoring sessions took place in the Gateway Center last spring, and this number does not reflect the Gateway tutoring that took place in a variety of locations across the campus. The Writing Center and the Math Lab have also recorded impressive increases in student tutoring sessions.

Finally, it's important to note the statewide and national recognition that the Partnership has received. In Fall 2007, SBCC's Partnership was the recipient of the Chancellor's Award for "Best Practices in Student Equity." In Spring 2008, the Gateway Program received the Two Year College English Association's Outstanding Program Award. And in Fall 2008, the Partnership received national recognition from the Hewlett Foundation as one of the Hewlett Leaders in Student Success. As one of the Hewlett representatives commented after visiting our campus: "SBCC has the most cohesive, dynamic and carefully planned approach for supporting student learning I have ever seen, and it is evolving well." All of us at SBCC can rightfully be proud of the work we have done to improve the academic success of our students. At the same time, we are mindful of the need for ongoing commitment to sustaining the strong foundation of the Partnership. We are committed to achieving this

through continued planning, thoughtful allocation of ESL/Basic Skills state funding, and meaningful assessment of our programs.

Respectfully submitted,

Kathy Molloy

Chair, PSS Steering Committee

Partnership for Student Success: Gateway Report 2007-08

Goal 1: The number of Gateway sections will increase from 200 in Spring 2007 to a minimum of 300 class sections in Spring 2008.

The objective has been achieved. The number of Gateway sections has been increased in a measured growth pattern from 60 in Spring 2006 to 306 in Spring 2008. Much of the growth in the number of Gateway sections offered was in the following curriculum areas:

- English as a Second Language
- English Skills
- English
- Biological Sciences
- Physical Sciences
- Career Technical Education
- Modern Languages
- Personal Development 100 (College Success class)

Table 1

Increase in the number of Gateway sections

Semester	Number of Gateway Sections	Overall Success Rates
Spring 2006	60	65.5%
Fall 2006	150	66.1%
Spring 2007	200	68.3%
Fall 2007	207	71.7%
Spring 2008	306	71.5%

The continual increase in the number of Gateway to Success sections that has occurred in the past year 2007–2008 can be attributed to the embedded, campus-wide effort given to the pursuit of student success. The increased growth indicated between Fall 2007 and Spring 2008 is due to the inclusion of several labs sections. In Fall 2008, these labs were collapsed into a few Gateway sections under a single allocation of tutor dollars.

In addition, student tutoring sessions at the Gateway Center have increased dramatically. The session counts at the Gateway to Student Success Center in 2007-08 were:

Fall 2007 3,294

Spring 2008 5,003

Percentage of growth: 65.8%

Goal 2: The successful course completion rates of students that enter Gateway classes with below college level skills in reading and writing will be least 5% higher than those that enrolled in non-Gateway sections in the same courses.

The objective has been achieved. The successful course completion rates of students enrolled in Gateway classes in need of remediation with their reading and writing competencies were substantially higher than that of those who enrolled in non-Gateway sections of the same courses. This information presented in Table 2 shows that successful course completion rates of students in Gateway sections who took the college’s assessment test in reading were significantly higher than those enrolled in non-Gateway sections of the same courses for those who placed below college level reading and for those who placed in college level writing. These data clearly show that Gateway is benefiting students who enter college unprepared to do college-level work.

Table 2

Successful Course Completion Comparison for Students Placing Below College Level in Writing and Reading between Gateway and Non-Gateway Classes

	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading
Gateway	63.3%	64.4%	62.5%	66.7%	70.9%	71.5%	66.7%	68.0%
Non-Gateway	57.6%	60.3%	57.3%	59.3%	60.4%	63.0%	60.1%	61.9%
Difference	5.7%	4.1%	5.2%	7.4%	10.5%	8.5%	6.6%	6.1%

Goal 3: Successful course completion rates in all Gateway classes will be 3% overall higher in 2007-08 compared to comparable group of non-Gateway students.

This objective has been achieved. As shown in Table 3, a higher percentage of students enrolled in Gateway than in non-Gateway sections of the same courses earned a grade of “C” or better (successful course completion rate) in the Fall 2007 (71.2% vs. 66.8%) and in the Spring 2008 (70.5% vs. 68.3%) semesters. It is important to note that the higher successful course completion rates in Gateway sections were achieved *even though a greater percentage of students entered those classes with below college*

level competencies in reading and writing than those in the non-Gateway sections of the same courses. See Tables 4 and 5 for these detailed data.

Table 3
Successful Course Completion Rates of Students in Gateway Classes and Non-Gateway Sections of the Same Courses

	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Gateway	2,416	68.5%	2,676	67.6%	5,650	71.2%	6,739	70.5%
Non-Gateway	4,985	65.5%	4,093	63.9%	8,652	66.8%	8,006	68.3%
Difference		3.0%		3.7%		4.4%		2.2%

Table 4
Student Reading Placement Levels in Gateway and Non-Gateway classes

	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Below College Level	College Level	Below College Level	College Level	Below College Level	College Level	Below College Level	College Level
Gateway	75.5%	24.5%	41.2%	58.8%	37.2%	62.8%	37.0%	63.0%
Non-Gateway	69.7%	30.3%	25.9%	74.1%	23.0%	77.0%	28.2%	71.8%
Difference	5.8%	-5.8%	15.4%	-15.4%	14.2%	-14.2%	8.8%	-8.8%

Table 5
Student Writing Placement Levels in Gateway and Non-Gateway classes

	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Below College Level	College Level	Below College Level	College Level	Below College Level	College Level	Below College Level	College Level
Gateway	73.3%	26.7%	39.2%	60.8%	37.5%	62.5%	36.3%	63.7%
Non-Gateway	61.2%	38.8%	22.4%	77.6%	21.2%	78.8%	26.5%	73.5%
Difference	12.1%	-12.1%	16.8%	-16.8%	16.3%	-16.3%	9.8%	-9.8%

Goal 4: Successful course completion rates in Basic Skills Gateway classes will be 3% higher in 2007-08 compared to comparable group of non-Gateway students.

This objective has been achieved. As shown in Table 6, a higher percentage of students enrolled in Basic Skills Gateway classes than in Basic Skills non-Gateway sections of the same courses had a higher course completion in the Fall 2007 (71.2% vs. 62.4%) and in the Spring 2008 (69.0% vs. 63.3%) semesters.

Table 6

Successful Course Completion Rates of Students in Basic Skills Gateway Classes and Non-Gateway Sections of the Same Courses

	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
Gateway	894	64.1%	1,065	65.2%	1,894	75.7%	2,047	69.0%
Non-Gateway	1,967	60.9%	1,715	58.5%	3,607	62.4%	2,281	63.3%
Difference		3.2%		6.7%		13.3%		5.7%

The Gateway to Success Program has continued to make excellent strides this past year. These strides include the following:

- Hired full-time Gateway Center tutor coordinator
- Implemented mandatory TUT 199 for all Gateway tutors
- Conducted a successful Gateway faculty forum attended by 90% of Gateway faculty
- Implemented 30 minute time limit for writing students
- Created writing DLA for students to complete prior to tutor session
- Began Friday afternoon workshops for Personal Development, Astronomy, and tutor training
- Trained Gateway tutors to conduct tutor-training sessions
- Updated Gateway website
- Updated Gateway presence in catalog, web site, print schedule, and other campus information outlets
- Participated in Orientation of new parent seminars
- Presented at CCLC Student Success Conference in Anaheim, California

Partnership for Student Success: Writing Center Report 2007-08

Goal: Number of students receiving assistance in the Writing Center will increase by 15% in 2006-07 and by 2.5% in 2007-08.

Averaging the two semesters of the 2007-08 academic year, the WCenter exceeded the target. Fall 2007 saw a 29.5% increase in the number of visits and a 35.9% increase in the number of students over Fall 2006. Our ongoing funding for the WCenter was set at 30% in projected tutorial coverage in the WCenter, so the Fall 2007 figures match our projected growth (30% annual).

The statistics for Spring 2008, however, indicate a 15.1% decrease in number of visits and a 12% decrease in the number of students compared to Spring 2007. This decrease may be a byproduct of the concerted effort within Gateway, during 2007-08, to provide tutors to all basic skills English classes that wanted them (English 80 and English 100), as well as the increase in ESL Gateway coverage, as these courses account for a high percentage of traffic in the Writing Center. At this time, we do not know if this decrease in usage is an anomaly or the beginning of a trend, but we will continue to monitor these figures to make this determination. Table 7 below presents the usage data for the past three years.

Table 7

Number of students that used the Writing Center services and the number of times they visited the Center from 2005-06 to 2007-08

Semester	Number of Visits	Number of Students
Fall 2005	1,035	586
Fall 2006	2,560	1,059
Fall 2007	3,314	1,439
% Difference 05-06	147.3%	80.7%
% Difference 06-07	29.5%	35.9%
% Difference 05-07	220.2%	145.6%

Semester	Number of Visits	Number of Students
Spring 2006	869	510
Spring 2007	2,799	1,095
Spring 2008	2,377	964
% Difference 06-07	225.8%	114.7%
% Difference 07-08	-15.1%	-12.0%
% Difference 06-08	173.5%	89.0%

We set as our first year goal that users of the WCenter will have a course completion rate 5% higher than non-users, which was dramatically surpassed the first year and again this year. The statistics on the WCenter for 2007-08 are even better than those for year one, which is remarkable in that the first year's statistics indicated not only a dramatic increase in traffic compared to 2005-06, but very high academic achievement among student users. For year two, the data show that students who use the WCenter have on average a 17% higher success rate than their peers in all of their classes who don't use the Writing Center. See Table 8 for the detailed data.

Table 8

Successful course completion rates for users and non-users of the Writing Center and the relationship between frequency of visits to the Center and successful course completion rates

Visits	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
One	545	84.2%	548	82.7%	753	85.7%	512	83.0%
Two	190	87.9%	175	79.4%	261	90.4%	170	79.4%
Three to Four	193	92.2%	200	92.5%	267	93.6%	170	92.4%
Five to Nine	106	85.8%	147	89.1%	141	95.7%	91	96.7%
10 or more	25	92.0%	25	96.0%	17	100.0%	21	100.0%
All Users	1,059	87.6%	1,095	85.8%	1,439	89.2%	964	85.7%
Non-Users	8,919	68.8%	8,477	68.3%	11,114	69.4%	8,141	70.5%
Difference		18.8%		17.5%		19.8%		15.2%

When we look at the performance of basic skills writing students relative to their peers in basic writing classes (ENG 65, 80, and 100), the results are even better, as WCenter users exhibit approximately a 20% higher success rate. Even a 2% margin is significant in such studies, so we are pleased with these results. See Table 9 for all the success data for these basic skills courses.

Table 9

Successful course completion rates for users and non-users of the Writing Center and the relationship between frequency of visits to the Center and successful course completion rates in Basic Skills writing classes only (ENG 65, 80, 100)

Visits	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
One	154	79.2%	110	67.3%	161	73.3%	135	73.3%
Two	70	85.7%	44	54.5%	78	85.9%	68	63.2%
Three to Four	96	93.8%	78	89.7%	112	94.6%	74	95.9%
Five to Nine	37	97.3%	58	96.6%	70	98.6%	43	95.3%
10 or more	11	100.0%	5	100.0%	6	100.0%	10	100.0%
All Users	368	86.7%	295	77.6%	427	85.7%	330	80.0%
Non-Users	853	63.2%	555	53.7%	824	66.4%	768	59.9%
Difference		23.5%		23.9%		19.3%		20.1%

Other WCenter Developments for Year Two:

- Installation of SARS for students to make appointments
- Monitoring of appointment duration to maintain the 30-minute limit
- Increased accuracy of record keeping (session records, tutor evaluation forms filled out by students at the end of each session)
- SLOs designed around documents governing and recording interactivity in the WCenter (DLA, Session Record)
- Use of SIRS data for more efficient staffing schedule both during the peak hours of each day and peak periods of the semester
- Increased WCenter tutor training through “brown bag” mid-day seminars, discussing practical dimensions of scholarly articles with guests (e.g. WAC representative, Composition Director, ESL faculty).
- Implementation of face to face mandatory tutor training that has been piloted and handed off to Gateway staff
- Implementation of WCenter Newsletter
- Implementation of WCenter Workshop Series (some in collaboration with Library staff)
- Total redesign of WCenter website interface

DLA Developments for Year Two

- During the Fall semester 2007, fourteen faculty from Math, English, ESL, and English Skills implemented DLAs developed over the summer of 2007.
- The blog for DLAs was substantially improved during the spring of 2008 for improved ease of navigation by users and posting of DLAs by developers.

- DLAs have become a part of the campus vocabulary and are referred to in many Senate committee meetings, being seen as a major component in basic skills support and as a logical complement to the SLO development on campus.
- DLAs were developed by eleven Math department faculty during the summer of 2008. Additionally, faculty in History, Biological Sciences, Astronomy, and Computer Information Systems have developed or are developing DLAs to address basic skills needs for their students.
- The DLA blog is accessible at <http://sbcclearningresources.net/dla/>

Other PSS Sponsored Items:

(Ongoing) Counter Worker for LRC to provide oversight of part-time student workers to ensure that students get materials they need and that data is accurate re: student access of resources whether tutorial, media, plus-hour, or print.

(One time) \$2,500 to purchase large monitor Mac with software to build blog and website for PSS projects: Gateway, DLA blog, learning communities, etc. and multipurpose information source (for other institutions as electronic brochure and as SBCC resource).

Partnership for Student Success: Math Department Report 2007-08

Goal: Students who utilize the Math Lab will have higher course success rates than non-users.

The data for the lab looks quite good. The success rates for all students who use the lab (including only using it once) are significantly higher than the non-user success rates. For the students who visit the lab ten or more times, that success rate jumps even higher. (Note that ten visits is less than one visit per week.) It's difficult to attribute the higher success to the number of lab visits since we know that motivated students will often do whatever it takes to succeed. However, we do know that students who need assistance in math and are motivated to use the lab are succeeding at higher rates than non-users.

It appears that the difference in success rates is higher in the spring. It may be that in the fall, you have more first-semester students who are just learning about all of the services on campus and may not begin using the math lab until later in the semester. Spring semester usually has fewer first-time students and those students may begin using the lab right away and achieving higher success. In addition, the percentage of students using the tutor lab increases slightly from fall to spring semester, so this might be contributing as well. Table 10 below presents all these data.

Table 10

Successful Course Completion Rates for Students Who Used the Math Lab Compared to Students Who Did Not

Visits	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Success Rate	Success Count	Success Rate	Success Count	Success Rate	Success Count	Success Rate	Success Count
One	56.50%	177	59.50%	173	48.00%	175	53.99%	213
Two	62.10%	95	64.50%	107	59.83%	117	60.87%	115
Three to Four	51.80%	114	69.20%	104	57.26%	124	76.58%	158
Five to Nine	52.70%	131	59.00%	105	55.64%	133	55.00%	140
Ten to 19	69.70%	109	72.50%	69	61.84%	76	63.46%	52
20 or more	79.10%	43	61.90%	42	75.00%	24	82.35%	17
All Users	59.30%	669	63.70%	600	56.09%	649	61.87%	695
Non-Users	53.10%	2,127	53.70%	1,723	53.30%	2,131	51.20%	2,110
Difference	6.20%		10.00%		2.79%		10.67%	

The lab is still very busy and often understaffed. Having faculty tutors in the lab during peak hours, evenings and Saturdays has helped in terms of staffing, but has also increased the quality of tutoring overall. The faculty presence helps model appropriate tutoring techniques for the less experienced tutors. It also provides supervision to allow the lab to be open nights and Saturdays, providing more tutoring opportunities for students.

Teaching Community

Several faculty members have met on two occasions to discuss our curriculum in Math 1 through Math 107. One three hour meeting this summer produced some preliminary work in aligning the courses in a better way, minimizing the amount of unnecessary review and overlap and finding places to work more deeply on topics. We have a goal of bringing course modifications to the CAC committee in January to be in effect Fall 2009. This work was briefly introduced at the September department meeting, with hopes of deeper discussion via email and at the October meeting. Then the committee will take the suggestions/ideas and continue working on the courses. Another possible outcome of this work is to move toward using software to do skill building and designing our own course materials for problem-solving and making connections for use in the classroom. We hope our work on DLAs will be a resource for these course materials.

DLAs

We also have a Directed Learning Activities working group that has met twice to discuss developed DLAs and plans for implementing them in class and with the tutors. Several faculty have finished DLAs and are working on more. We plan to meet again in September or early October to discuss input from the tutors for topics they would like to see addressed and to continue to discuss DLAs that are in process. As we keep working on these, it is hoped we will have a full library of activities for all of our topics in Math 1 through Math 107 that may then be modified and used as our course curriculum in place of textbooks.

Partnership for Student Success: Academic Achievement Zone Report

Goal: Students who use the Academic Achievement Zone will have a higher successful course completion rates than those who do not participate.

Academic Achievement Zone

Santa Barbara City College has approximately 385 student athletes attending as full-time students enrolled in a minimum of twelve units, nine of which must be mandatory core academic units. The Student Athlete Academic Achievement Zone is part of the initial programming for “Partnership for Student Success” developed to assist student athletes reach their educational goals while attending SBCC. The target population consists of male and female student athletes entering their first semesters at the institution and classified as academically underprepared on the basis of scoring at or below 100 on the English Placement Test (CTEP) and/or at or below 100 on the Mathematical Analysis Readiness Test (MDTP). Also included are second year students deemed academically at risk based on the criteria of completing two semesters and 24 units and enrollment in Math 100 or English 100 or below. They must have a cumulative GPA of 2.3 or lower and still be enrolled in basic skills courses.

Components of Academic Achievement Zone

Data is reported from the 2007-08 school year. Student athletes using the Academic Achievement Zone are learning how to capitalize on the transfer of motivational skills from the athletic domain to the academic domain. Strategies include individualized attention, study skills training, techniques to alleviate test-taking anxiety, and note-taking, as well as encouragement to assume responsibility for academic successes and failures. As student athletes strive to balance the challenges of academics and athletic competition, many recognize the importance of these skills.

Data Collection

Pivotal to the success of the Academic Achievement Zone are the results of the quantitative data presented. The data represents underprepared student athletes who have opted to avail themselves of the tutoring program to improve their academic status and those student athletes who participate in the Academic Achievement Zone but do not use other resources on campus.

GPA almost invariably emerges as a key predictor of students’ persistence in pursuing a college degree, and cumulative GPA is routinely used to identify students at risk for dropping out. Raising students’ GPA is a direct aim of most academic interventions. Therefore, improvement in GPA was chosen as the most direct and immediate evidence of the effectiveness of the tutoring support program on the participants’ academic achievement.

Significance of Data

The overall GPAs of the participants using the tutors are significantly higher. Course completion was also chosen to augment GPA as an outcome measure of the effectiveness of the tutoring intervention. As with GPA, data on course completion shows a difference of 14.1% success rate of users versus nonusers,

resulting in 81.4% of 363 student athletes successfully completing the courses they were enrolled in with a ‘C’ or better grade during the fall of 2007.

Table 11 shows the comparison of successful course completion rates between users and non-users for fall 2007 and spring 2008.

Table 11
Comparison of Successful Course Completion Rates between AAZ Users and Non-Users

	AAZ Users		AAZ Non-Users		Difference
	Count	Percent	Count	Percent	
Successful	363	81.4%	200	67.3%	14.1%
Unsuccessful	71	15.9%	51	17.2%	-1.3%
Withdrawn	12	2.7%	46	15.5%	-12.8%
Total	446		297		
Term GPA	2.57		2.43		0.14

	AAZ Users		AAZ Non-Users		Difference
	Count	Percent	Count	Percent	
Successful	194	76.7%	228	65.3%	11.4%
Unsuccessful	35	13.8%	84	24.1%	-10.2%
Withdrawn	24	9.5%	37	10.6%	-1.1%
Total	253		349		
Term GPA	2.56		2.14		0.42

Additional data obtained involved the variable of time. This refers to number of visits and their influence on students’ academic achievement. This was included to test evidence that grappling with time demands is a major concern for student athletes and that the more hours students spend involved in academic activities, including tutoring, the more positive impact on academic outcomes. Quantitative analysis provided perspective on the number of visits that correlated with course completion rates. According to the data, three to five visits, each consisting of a minimum thirty minute session, resulted in an 87.9% successful course completion rate. The differences between visits remained similar in fall 2007 and spring 2008 from one to fifteen; however, course completion rates were 97.1% in fall 2007 and 90.2% in spring 2008 when student athletes visited the Academic Achievement Zone 16 times or more in the semester. We will continue to track the visits to see if a trend emerges linking success rate and number of visits. Also interesting in the data presented is the percent of withdrawal rate when student athletes attend the Academic Achievement Zone 16 or more times; the percentage of withdrawal rate is 0.0%.

Table 12 shows the correlation between number of visits and successful course completion rates between users and non-users for Fall 2007 and Spring 2008.

Table 12
Successful Course Completion Rates by Number of Visits to AAZ

Fall 2007

Number of Visits	Successful		Unsuccessful		Withdrawn		Total
	Count	Percent	Count	Percent	Count	Percent	
One	40	71.4%	12	21.4%	4	7.1%	56
Two	36	78.3%	9	19.6%	1	2.2%	46
3-5	109	87.9%	14	11.3%	1	0.8%	124
6-10	84	77.1%	23	21.1%	2	1.8%	109
11-15	60	78.9%	12	15.8%	4	5.3%	76
16 or more	34	97.1%	1	2.9%	0	0.0%	35
Total	363	81.4%	71	15.9%	12	2.7%	446

Spring 2008

Number of Visits	Successful		Unsuccessful		Withdrawn		Total
	Count	Percent	Count	Percent	Count	Percent	
One	15	83.3%	2	11.1%	1	5.6%	18
Two	19	59.4%	8	25.0%	5	15.6%	32
3-5	56	70.0%	15	18.8%	9	11.3%	80
6-10	37	90.2%	1	2.4%	3	7.3%	41
11-15	30	73.2%	5	12.2%	6	14.6%	41
16 or more	37	90.2%	4	9.8%	0	0.0%	41
Total	194	76.7%	35	13.8%	24	9.5%	253

Importance of the Academic Achievement Zone

In view of the prevalence of academically underprepared students, community colleges are required to evaluate the academic proficiency of new students in core subject areas and provide remediation where needed. Beyond remedial courses, most community colleges offer an array of learning supports and services, including advising, individual and group tutoring programs, workshops, individualized instruction, and learning laboratories.

This program is unique in that it draws on the role in sport psychology designed for student athletes. Results from this study have the power to enhance the ability of student athletes to transfer skills acquired from sports to academic pursuits. Academic performance is expected to increase indirectly by driving motivation in addition to the direct effects of tutoring on academic performance. Greater understanding of the factors underlying student athletes' academic performance can serve to counteract the stereotype of the "dumb jock" that is still perpetuated on college campuses.

Findings from the data can provide community college officials with valuable information for structuring interventions for this growing campus population. Student athletes have the advantage of support from a variety of sources. Coaches, mentors, academic advisors within and outside of the athletics program, administrators and faculty all need information to enable them to help student athletes meet the obligations of their dual role on campus. The Academic Achievement Zone at Santa Barbara City College is continually striving to improve student achievement and retention and can use the data derived from the analysis to guide the development of comprehensive programs for student athletes.

Partnership for Student Success: ESL Department 2007-2008

In the 2007-2008 academic year, the ESL Department received funding from the Partnership for Student Success to work on four main projects. These are: A) ESL Course Redesign, B) ESL Literature Circles, C) English Skills/ESL Workshop, and D) Reading Assessment. Although data on progress on these measures will not be gathered until the 2008-2009 academic year, this is a preliminary report on the progress made during the first year of work.

A) ESL Course Redesign

The ESL Department has discussed the need for integrated skills courses as a possible alternative to the discrete skill courses that the department has traditionally offered. Through PSS funding, the department was able to meet for three full-day sessions to examine a number of curriculum models and discuss the best way to institute an alternative, integrated pathway for students to complete their ESL studies.

Three new courses were developed, all incorporating multiple skills in a single course. These three new courses are:

ESL 43 Foundations 1: Listening, Speaking and Grammar

ESL 44 Foundations 1: Reading, Writing and Grammar

ESL 135 Reading and Writing Level 5

The two Foundations courses allow students to work on multiple skills within a single class and reflect the most current methodologies in Second Language Acquisition research. Also, students and teachers in the ESL Department and outside of it have identified grammar development as an ongoing need for all students. Including grammar study in both courses will allow students more applied practice.

Further, the Foundations courses comprise two six-unit courses rather than three four-unit courses as in the traditional program. This change in program allows many students a more efficient completion of their program of study. Particularly students who are able to take only one class per semester due to work or family obligations are now able to complete a level within one year rather than 1.5 years in the traditional program.

For the Level 5 class, this was created to accommodate the needs of students with more academic goals than in the general ESL student population. Though the Department serves all students with a wide range of needs, from personal to work to educational goals, some students already have a clear plan to transfer to a four-year institution. These students would benefit from an earlier introduction to academic expectations and genres of reading and writing common to academic study. Further, this course allows students to complete what is traditionally offered as two four-unit classes (8 units) in one six-unit class. Because part of the course of study for Reading 5 and Writing 5 overlap, the duplication of skills between the two course could be eliminated and create a more efficient course of study.

These three classes are now being offered for the first time in Fall, 2008: one section of each new course. In 2008-2009, the ESL Department will monitor student success rates in these courses as compared to the same level traditional courses. Further, students will be surveyed regarding their experiences in these courses. If data support improved student success in these new courses, the number of sections offered will be increased.

In addition, the ESL Department has created the second level of Foundations courses (ESL 53 Foundations 2: Listening, Speaking and Grammar and ESL 54 Foundations 2: Reading, Writing and Grammar). These will be offered in Spring, 2008. Partnership for Student Success funding will also allow the department to pursue the development of further course offerings, which may include a third level of integrated Foundations courses and/or ESL courses which either link to or support Career Technical Programs.

The goal in offering these new classes is to allow students more alternatives in the ways that they prefer to study: both in terms of skill distribution and class hours. Further, recognizing that students have diverse goals, the Department would like students to be able to choose a pathway that best fits their needs. If those who have a more specific purpose find a class that is targeted to their interests, the Department will be better able to support student learning in an individualized way. In keeping with this philosophy of providing alternatives, we have also retained the traditional courses for those who find they better suit their needs.

Assessments throughout the year will give us specific data about how the new courses are or are not achieving their intended purpose. In addition to the student surveys, course completion rates will indicate one measure of success, and for Reading and Writing 5, performance on the Departmental Reading Exam and the Departmental Writing Exam, two required final tests, will show how well students have achieved shared Student Learning Outcomes as compared to students in discrete skill Level 5 courses.

B) ESL Literature Circles

Literature Circles are a methodology for reading instruction which allows students more extensive reading practice and more active involvement in the reading process, along with a degree of choice in reading based on their own interests. Use of this methodology was first proposed in response to instructors' observations that many students had not previously had the experience of reading a book-length work in English and/or did not seem to have engagement or interest in the reading process, particularly in Reading Levels 3 and 4. In Literature Circles, students do complete an entire level-appropriate English book and are able to work in small groups to process what they have read. This methodology incorporates Reader Response as well as cooperative learning theory to increase student engagement in the reading process.

During 2007-2008, the project leaders researched appropriate book titles to be offered at each level, coordinated with Library faculty to develop a system for stocking these titles and allowing for rotational use of selected titles, thereby maximizing the number of class sections that would be able to participate in the Literature Circles. The project leaders also completed two training sessions with interested faculty to prepare them for implementation in Fall, 2008. Partnership for Students Success funds have

allowed the purchase of multiple sets of level appropriate books to supplement currently required texts.

To date:

1. Ten teachers went through one of the two orientation and training sessions, and eight of them are pursuing some involvement with Literature Circles at some point during Fall, 2008.
2. Literature Circles are being implemented in Levels 3-5.
3. There are now 29 titles available in the library, with 3 more titles on the verge of being ordered. While the library is able to order single or duplicate copies of requested books, PSS funding has allowed the purchase of group sets (6 copies of each title), thereby making it possible for students to work together on a single project while also giving them choice of title depending on their interests.

In Fall, 2008, a series of surveys will be conducted to determine how this methodology has worked for students and instructors. Teachers will complete pre- and post-surveys regarding Literature Circles, and students will give feedback about their experiences and evaluation of Literature Circles using both a Likert Scale and solicitation of qualitative data.

C) English Skills/ESL Workshop

In Spring, 2008, the English Skills and ESL departments were able to conduct a Saturday workshop to share Student Learning Outcomes across the two departments and discuss ways to address articulation between the two programs of study. Level 4 and 5 ESL reading instructors met with English 70 and 103 English Skills reading instructors; Level 4 and 5 writing instructors met with English Skills 80 writing instructors. A main focus of discussion was whether instructors across levels and departments have a clear understanding of the expectations in each course and across each sequence of courses.

This workshop marked the first joint English Skills/ESL meeting at SBCC in many years. It allowed for a true dialogue regarding how to best meet the needs of students as they move through courses and programs. As a result of these and other discussions, a new Reading and Grammar Level 4 course will be offered in Spring of 2009. Also, a follow-up meeting between English Skills and ESL will take place in Spring 2009. Through this exchange of ideas, both departments plan to examine course Student Learning Outcomes to ensure that students understand what they need to do to succeed, as well as to make sure that SLOs across levels and departments are transparent and support the smooth movement of students as they progress in their studies.

D) Reading Assessment

A proposal for the development of new diagnostic reading tests to be used during the first week of Level 1-3 ESL Reading classes was funded for 2007-2008. The purpose of these tests would be to determine if any students had been initially misplaced and needed to be moved up a level. Doing so would allow for an early intervention for students who might have been initially misplaced.

However, the Department received information from Assessment that such diagnostic tests may not be in keeping with college and state policies regarding assessment. Therefore, the Department will wait for a decision regarding whether or not to proceed with test development.

Conclusion

Through PSS funding, the ESL Department has been able to achieve a level of dialogue, both within the department and between departments, that has been unprecedented. With the development of new integrated skills course, the implementation of a new method for reading instruction, and increased understanding of SLOs across the ESL and English Skills courses of study, ESL has been able to provide students with more study options. With the overall goal of creating offerings more tailored to specific student needs, the Department will continue its work in 2008-2009 to assess what has been done so far and to proceed with the next suite of new courses it plans to offer.

Using OIAs to Increase Student Success: Communication Dept. Model

The Communication Department began using Online Instructional Aides (OIAs) in a targeted fashion in F06 and had it in full swing by F07. In F05 we did not have this model in place. In F06 we started to implement a test run with our Comm. 121 courses, and by F07 we implemented the model with all of our online courses.

We use 2-week pre-orientations that begin in the previous semester (so, for Fall 08, we have our autoreply/welcome letter in place by May) when students start to register. This way, as soon as students contact instructors, the information for the class is available. Then, two weeks prior to the start of the semester, we start contacting students (thus, catching any students who have not already received our welcome letter and ensuring that they have all the class information they need). We contact them at minimum 5 times:

1. All students - Vista available to do browser check (two weeks prior to official start)
2. All students - Orientation is available (four days prior to official start)
3. All students – Official start of class
4. Only students who haven't logged on – must log on or be dropped from course (prior to census date)
5. Only students who have fallen behind-offer assistance, remind them of last day to drop (just prior to drop date).

The reason we started to use this model was to increase the amount of students logging on to Vista by the first day of class and working out their technical issues prior to the semester starting. The online college also started making sections available to students two weeks prior to the start of the semester so that students could work out their technical issues. We start the orientation prior to the semester in hopes that students will have 1) resolved all technical issues prior to class starting and 2) have completed the orientation prior to or during the first week of class. This is particularly important for summer session when we have limited class time. For Fall 08, more than half (67/105) of the students logged on to Vista prior to the semester starting. In addition to helping students enrolled in the course, it helps to manage those students who have dropped or will be dropping prior to census so we can deny access to Vista for these students and also drop them prior to census. We also extend the model into the semester to contacting students who have fallen behind, offering them assistance, and advising of the last day to drop. From these efforts, we hope that we are left with students who are "online ready" and who can focus on the coursework and that the grades students are receiving reflect what they are learning from the course, not how well they use online tools.

By using this model, we are able to assist students with technical issues, are able to get enrolled students logged on to Vista and non-enrolled students out of the system, and get the majority of the students ready to start the course on day one of the semester versus two-three weeks into the semester, which is what we were previously experiencing.

Members of the department absolutely all agreed that this model is a viable model, and we did implement the model with all of our online classes. We were able to use one OIA who was able to dedicate time to the pre-orientation for all of our online classes. However, due to the new reporting model for reporting OIA hours implemented in the Summer of 08, we had to abandon this model.

Also, we felt we needed to look at the model again; given our new learning management system, Moodle, we may need to examine what assistance students may need. Moodle integration will be complete for the Fall of 09. The faculty teaching online will discuss these integration implications and decide if we need to change our processes.