Evaluation Report on the Partnership for Student Success: Year Four

In spite of budget cuts and uncertain funding, the following report shows that the Partnership for Student Success, the Senate-led initiative to increase the academic success of SBCC students, 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, the report includes updates on initiatives that were approved by the Senate and funded by the College's ESL/Basic Skills allocation. These include a report from the ESL Department on its Video Project and a report from the CTE/Basic Skills Task Force on its efforts to address the needs of underprepared students in CTE courses. In addition, the Luria Library received funding to create a video orientation to the library for all students, but particularly for those unfamiliar with the library services available for students, and the video is available on the library web site and on YouTube. It can be used for general campus orientation and in our basic skills introductory courses such as ESL and English 70 or 80. The video may be viewed at http://library.sbcc.edu/about/about/

SBCC continues to receive recognition for its efforts to promote student success. Adding to previous recognitions, including the Chancellor's "Best Practices in Student Equity" Award and the Hewlett Foundation's "Leaders in Student Success" Award, the Statewide Academic Senate and the Board of Governors named the Partnership as one of two California community colleges to receive the Exemplary Program Award in 2010. Because of our success, we continue to host a number of community colleges that hope to bring similar programs to their campuses.

While the Partnership continues to demonstrate success, it has faced numerous and daunting challenges beginning in spring 2009 when district funded tutoring budgets were cut 50% as a part of the overall College cuts to the hourly budget. The 50% cuts became permanent in fall 2009, and since they were based on an already reduced budget for the 2008-09 year, the result was a 67.5% reduction in general district funding for hourly tutoring. In addition, all funds were cut for the Academic Achievement Zone, as was funding for online tutoring and faculty student success grants that were part of the Senate's 2006 Student Success Initiative. At the same time, the state BSI funding that had allowed all Partnership programs to expand was reduced by 32% beginning in fall, virtually eliminating any additional funding for tutoring.

In response to the cuts, Gateway classes and tutoring hours were reduced. In an effort to maintain the program, many faculty agreed to reduce their Gateway participation in order to give others some limited support. As a result, students had reduced access to tutoring both in and out of their Gateway classes. Because of the cuts to the general tutorial budget, difficult choices had to be made as well. Maintaining labs such as the Writing Center and the Math Lab was made the top priority, and general content area tutoring was suspended. While these cuts had some serious consequences for our programs, the impact was substantially lessened due to the support of the Foundation. Because of this support, Gateway was able to provide tutors for core classes, even

though tutoring hours had to be reduced, and the Academic Achievement Zone was able to resume operation in spring 2010. We are grateful to both President Serban and the Foundation for their efforts on behalf of the Partnership and our students. But the funds that have allowed these programs to operate are one-time, and without stable funding, the Partnership will not remain viable.

The promise of funding restoration came in a memo to the Senate in October, 2009, when the President made providing core services to students a priority and recognized the importance of continuing PSS even in these difficult times. She proposed a funding model that provided a minimum level of district funding to continue PSS, and both the Academic Senate and the Student Senate endorsed the President's proposal. However, the restoration of PSS funding to the budget did not occur; instead, the President proposed the use of Bookstore reserves as a funding source for PSS for 2010-11, with money raised by the Foundation used to offset those Bookstore funds. As we look to 2011-12, the Partnership has no ongoing funding source. The Foundation is being asked to raise money for a number of important college endeavors, including Title V efforts that will rely on increased tutorial support through the Partnership programs; however, the Partnership is no longer the top priority for fundraising efforts. In addition, raising money through the Foundation has become increasingly difficult in the current economic climate, and we can no longer depend on outside funding to maintain Partnership programs. In fall of 2010, funding was restored to many of the areas that were cut in 2009-10. It is time to restore funding to this program that has demonstrated its effectiveness over the last five years and that continues to help our students achieve academic success.

Respectfully submitted,

Kathy Molloy
Chair, PSS Steering Committee

The Writing Center 2009-10

The statistics on the Writing Center for the 2009-10 academic year are consistent with past data and indicate that it is maintaining a remarkably high level of achievement, indicating a substantial impact on student success on every level: essentially a 15 to 20 percent higher rate of successful course completion. The Writing Center also has held steady with very heavy use by students. I believe that the only reason we have not seen an even more dramatic increase in use is that we are limited in space; we have maxed out the space and will be working within the parameters (and perimeters) of this space until the LRC interior upgrade is completed. The statistics also indicate that the more frequently a student uses the Writing Center, the higher the rate of success.

As impressive as the statistics are, what is not indicated is the amount of planning and implementation that determined the improvements that were carried out over the 2009-10 school year. This year represented a real upturn in making the Writing Center a place where the closely screened and trained tutorial and support staff all contributed to the nature and quality of service. This was achieved by making the orientation of new tutors more directed and intentional:

- meetings scheduled for new tutors with either the director or one of the LTAs, to verify understanding of
    - the handbook (also expanded during 09-10)
    - some essential journal publications dealing with the goals and principles that inform what has become a national consensus on effective practices in writing centers

This was followed by observation of more practiced and skilled tutors, using the evaluation checklist as a reference point, followed by discussion with the observed tutor, all prior to the new tutor's working with students.

The initial training was followed by increased observations carried out by the director and the LTAs, using evaluation checklist rubric of effective practices as a means of generating discussion. Tutors contributed to the "brown bag" workshops (including choosing the topics) throughout the year as well, so the sense of shared responsibility and shared learning greatly enhanced the atmosphere in the Writing Center.

The other major element that is not captured by the statistics is the emphasis on consistent practice among the tutors, based upon shared understanding and acceptance of principles. For example, we all strive to keep in mind that we are working with students first and that the assignments brought to us are a means to that end. In other words, we work with students in a way that helps them appreciate that skill development is most important. This is not always easy because many students are more concerned with the short-term goal of document improvement.

During the 2009-10 school year we continued to refine the forms and procedures that assist the students in taking ownership of their work and forming good work habits. Writing Center DLAs, in particular, have been effective in engaging students and reinforcing what they are being taught in the classroom. None of this would be possible without the positions funded by PSS: the WCenter LTAs and the office assistant, whose duties expanded dramatically during 2009-10 with the success of the WCenter. This position is critical in scheduling and coordinating daily activities as well as gathering and interpreting data, but it is equally important as an instructional position, helping students fully fill out pre-tutoring DLAs and post-session evaluations to ensure maximum engagement on the student's part.

A number of improvements or restorations would greatly assist the continued success of the WCenter:

1. Finalization of the budget for the interior upgrade of the LRC which will help us provide more space for tutoring, both in the WCenter and for course-specific tutoring

2. Reclassification of the office assistant to a level that matches her responsibilities

3. Restoration of the pay level for tutors with graduate degrees. Given current budget challenges, I would recommend that we not increase tutorial allocations, but that we pay tutors with graduate degrees $16.50 per hour or $18.50 per hour for lead tutors with graduate degrees. This is a modest pay rate compared to what tutors earn privately, but it would at least acknowledge some value of graduate-level study as well as the higher level of education required for some modes of tutoring, specifically in the Writing Center and the Math Lab, as well as some facets of the science labs and some departments, such as Accounting.

4. Planning and funding to assist in the development of a pilot online tutorial service

It should be noted that the LTA's hired during this period, first Andrea Fontenot and then Carissa Secord both left for full time teaching jobs, Carissa within a year and Andrea within a year and a half. They both loved the work here and would have stayed had they had a faculty position. I think it would be wise to create a new faculty position for the Writing Center, replacing one of the LTA positions. This would provide more longevity in overseeing the WCenter and ensuring its consistency and its rightful place within the campus community.

Number of Visits to the Writing Center
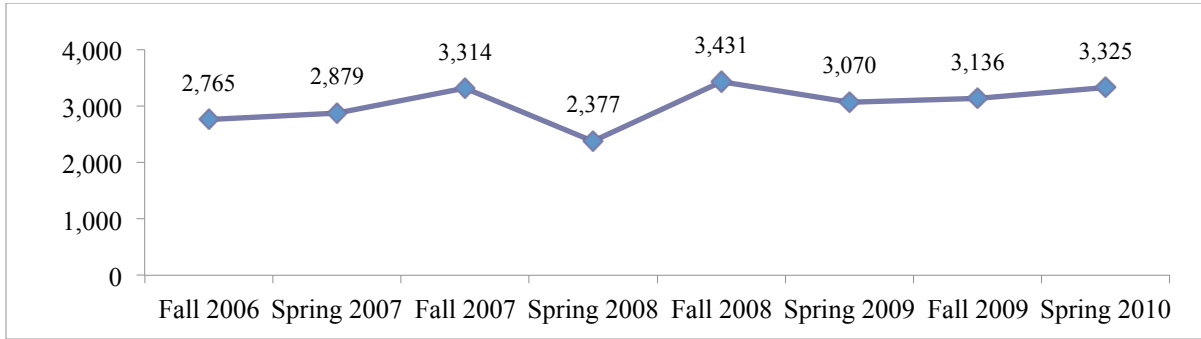
Semester	Number of Visits
Fall 2006	2,765
Spring 2007	2,879
Fall 2007	3,314
Spring 2008	2,377
Fall 2008	3,431
Spring 2009	3,070
Fall 2009	3,136
Spring 2010	3,325

Number of Students in the Writing Center
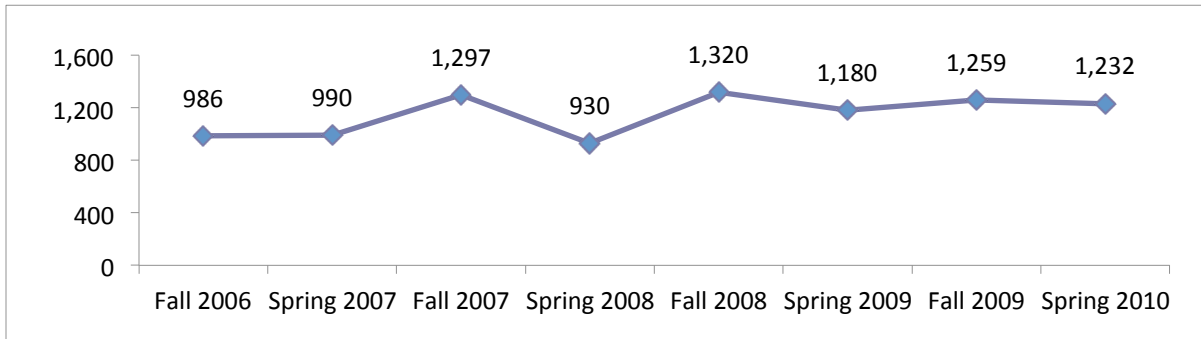
Semester	Number of Students
Fall 2006	986
Spring 2007	990
Fall 2007	1,297
Spring 2008	930
Fall 2008	1,320
Spring 2009	1,180
Fall 2009	1,259
Spring 2010	1,232

Successful Course Completion Rates for Writing Center Users vs. Non-Users
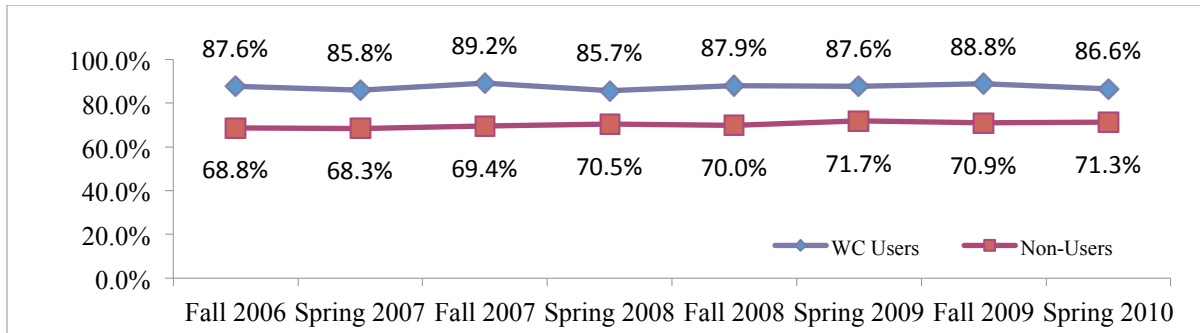
Semester	WC Users	Non-Users
Fall 2006	87.6%	68.8%
Spring 2007	85.8%	68.3%
Fall 2007	89.2%	69.4%
Spring 2008	85.7%	70.5%
Fall 2008	87.9%	70.0%
Spring 2009	87.6%	71.7%
Fall 2009	88.8%	70.9%
Spring 2010	86.6%	71.3%

Successful Completion Rates in Basic Skills Writing Courses for Writing Center Users vs. Non-Users
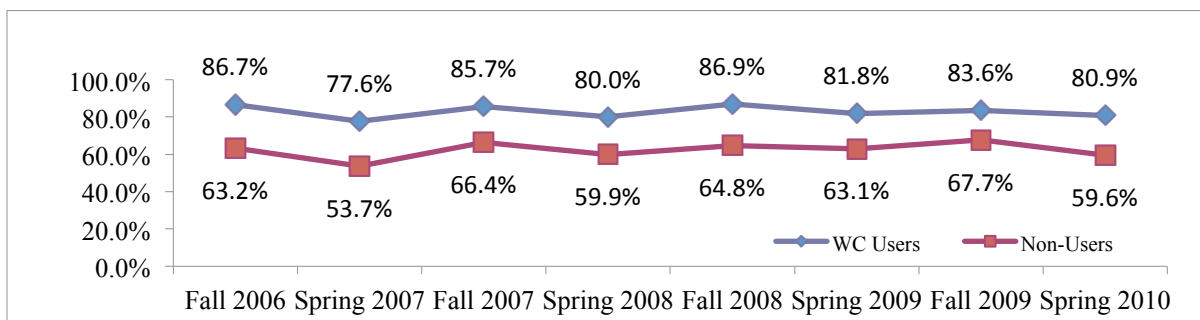
Semester	WC Users	Non-Users
Fall 2006	86.7%	63.2%
Spring 2007	77.6%	53.7%
Fall 2007	85.7%	66.4%
Spring 2008	80.0%	59.9%
Fall 2008	86.9%	64.8%
Spring 2009	81.8%	63.1%
Fall 2009	83.6%	67.7%
Spring 2010	80.9%	59.6%

The Gateway to Success Program 2009-10

Number of Gateway and Basic Skills Sections

Semester	Number of Gateway Sections	Overall Success Rates	Number of Basic Skills Sections	Overall Success Rates	Number of 1st in Sequence Sections	Overall Success Rates
Spring 2006	60	65.5%	24	62.6%	n/a	
Fall 2006	150	66.1%	56	63.6%	n/a	
Spring 2007	200	68.3%	68	63.1%	n/a	
Fall 2007	207	71.7%	77	75.4%	n/a	
Spring 2008	306	71.5%	94	67.8%	n/a	
Fall 2008	297	71.7%	95	68.6%	39	72.0%
Spring 2009	336	72.0%	94	68.5%	83	69.5%
Fall 2009	229	71.5%	103	69.8%	100	68.6%
Spring 2010	247	69.8%	122	66.8%	92	69.9%

* We began tracking 1st in Sequence sections in Fall 2008.

The data for successful course completion for students in Gateway and Basic Skills sections are given above. The statistics indicate that the number of successful course completions in Gateway and Basic Skills sections has incrementally increased. Factors that may have influenced the 09-10 slight decrease may be attributed to the following factors: required budget cuts in the Gateway program; fewer tutoring hours per section; reduction in Gateway sections offered across the curriculum; economic factors which affected overall college success rates; quality of tutoring in the first in sequence classes when the tutor hasn't taken TUT 199.

Addressing the above factors, it should be noted that hours assigned to Gateway sections have been restored to four per week. We have been more rigorous in ensuring that Gateway tutors complete TUT 199. We are also working on plans to include on-site follow-up tutor training in the near future.

As the following data reflects, students who place below college-level Reading and Writing do considerably better in Gateway courses than students in non-Gateway courses.

Successful Course Completion Comparison between All Gateway and All Non-Gateway Classes for Students Placing below College Level in <u>Reading</u>

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Gateway	64.4%	66.7%	73.9%	74.3%	68.3%	67.0%	70.9%	61.1%
Non-Gateway	60.3%	59.3%	66.5%	68.0%	67.4%	66.4%	68.0%	59.7%
Difference	**4.1%**	**7.4%**	**7.4%**	**6.3%**	**0.9%**	**0.6%**	**2.8%**	**1.4%**

Successful Course Completion Comparison between All Gateway and All Non-Gateway Classes for Students Placing below College Level in <u>Writing</u>

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Gateway	63.3%	62.5%	71.6%	71.7%	66.9%	66.1%	70.0%	61.9%
Non-Gateway	57.6%	57.3%	62.2%	65.7%	65.7%	66.6%	66.0%	58.6%
Difference	**5.7%**	**5.2%**	**9.4%**	**6.0%**	**1.3%**	**-0.5%**	**4.0%**	**3.3%**

The Gateway Center:

The Gateway Center is in its fourth year, conducting over 3,200 tutoring sessions per semester. The number of students using the Center in years 08 -09 increased dramatically when writing tutoring was offered. However, in order to maintain the consistency of our writing tutoring, now all students who request writing assistance are referred to the Writing Center.

The Gateway Center is fortunate to have a full time staff member whose responsibilities include tutor training, tutor co-ordination, Institutional Research data collection and dissemination, and supervision of the Gateway Center.

SIRS data demonstrate that students from most disciplines continue to avail themselves of tutoring services in the Gateway Center. The Center is primarily used for tutoring services; however, it is also heavily utilized for Learning Skills workshops, large group tutoring in first-in-sequence courses, and some tutor training. New to the Center are three Directed Learning Activities, which are now offered to all Gateway faculty across the curriculum. A direct link on the Gateway website has been created for students to download these DLAs:

- o Annotation
- o Outlining
- o Writing a Strong Thesis Statement

Goals:

- - continued increase in Math Gateway faculty
- - mandatory Gateway faculty forum during in-service
- - follow-up training for Gateway tutors
- - additional cross-curricular DLAs
- - training with EOPS department counselors and tutors
- - Early Alert system for all Gateway sections
- - increased tutoring hours in Title V Learning Communities
- - streamlined hiring and training of tutors in the first four weeks of class

Summary:

In the early years, we were focused primarily on expanding the Gateway program, orienting the faculty, training tutors, and developing institutional guidelines for assessment. We have set the perimeters of the program and are now in a position to use the data to improve quality. The Gateway program continues to be successful because students and faculty recognize and appreciate the value of the Gateway model.

Math Lab 2009-10

Math Lab

The data for successful course completion for students who use the Math Lab are given below. There appears to be an upward trend in the success rates for students that use the lab. There continue to be success rates over 80% among students that visit the lab 20 or more times in the semester.

Successful Math Course Completion Rates for Students Who Used vs. Those Who Did Not Use Math Lab Services

	Fall 2006		Spring 2007		Fall 2007		Spring 2008	
	Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count
1	56.50%	177	59.50%	173	48.00%	175	53.99%	213
2	62.10%	95	64.50%	107	59.83%	117	60.87%	115
3 to 4	51.80%	114	69.20%	104	57.26%	124	76.58%	158
5 to 9	52.70%	131	59.00%	105	55.64%	133	55.00%	140
10 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%**	

	Fall 2008		Spring 2009		Fall 2009		Spring 2010	
	Success		Success		Success		Success	
Visits	Rate	Count	Rate	Count	Rate	Count	Rate	Count
1	53.13%	367	60.06%	323	59.74%	380	61.08%	334
2	57.97%	207	65.53%	206	69.74%	228	71.58%	190
3 to 4	62.17%	304	61.02%	236	68.63%	271	71.97%	264
5 to 9	57.48%	301	68.48%	276	66.10%	295	65.04%	266
10 to 19	70.41%	267	72.00%	200	74.21%	221	70.97%	217
20 or more	81.45%	124	82.18%	101	83.46%	127	85.19%	162
All Users	**61.53%**	**1570**	**66.24%**	**1342**	**68.13%**	**1522**	**69.43%**	**1433**
Non-Users	**52.57%**	**2,690**	**53.89%**	**2,598**	**53.13%**	**2,912**	**52.78%**	**2,588**
Difference	**8.96%**		**12.36%**		**15.01%**		**16.65%**	

There appears to be a large increase in the number of students that used the lab during Fall 2008, continuing to the present. There are a number of reasons this might be occurring. One may be a

"Gateway effect." Students who participate in Gateway courses on campus come to see tutoring as a useful tool in completing their courses and will likely seek out tutoring, even if they are not currently enrolled in Gateway courses. There may also have been an increase in students overall on campus that would lead to an increase in students in the lab. Finally, the lab may have increased its efforts to remind students to sign in when using the lab. In any case, it's clear the lab usage has increased, while the space and budget have not. Often, we describe the lab as "bursting at the seams." With no possibility of increased space, it seems important to continue building the number of math courses with Gateway tutors as this may continue to provide the tutorial support to the students, while alleviating some of the traffic in the lab.

Successful Course Completion Rates for Math Lab Users vs. Non-Users
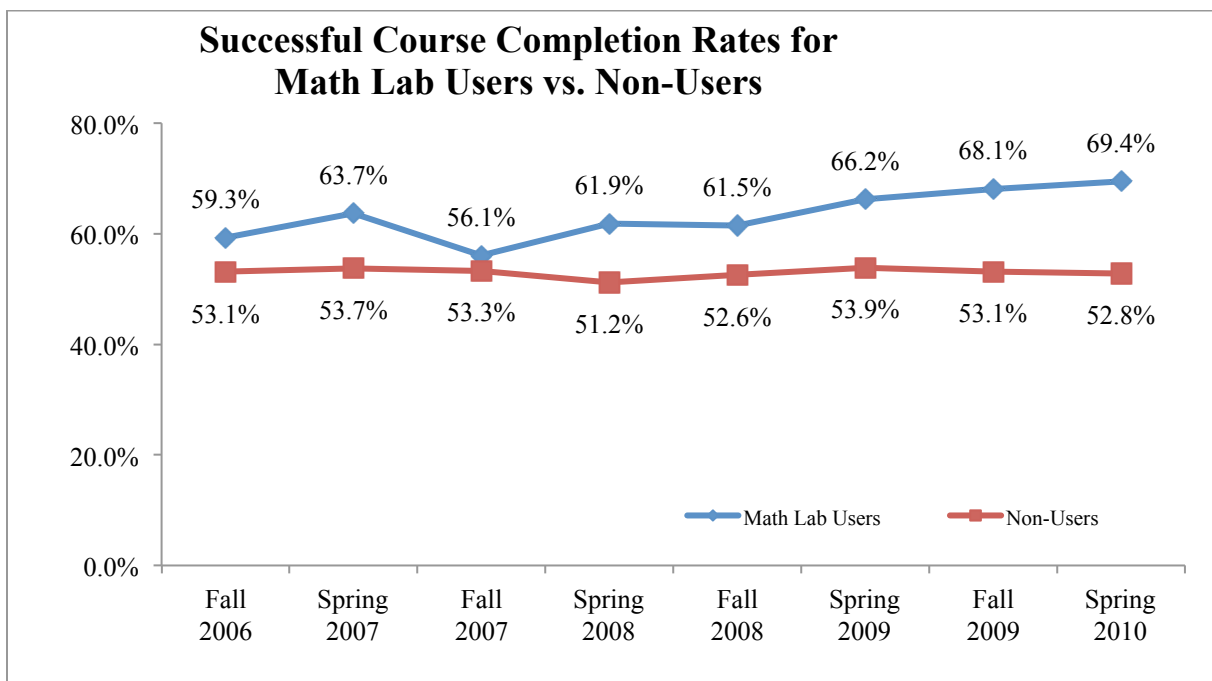
The lab has just finished its first year with a new director, Ms. Allison Chapin. As a former student and tutor in the lab, she brings great insight to the job and has been working on new ideas for improving how the lab runs. She was able to do some training sessions last spring semester and has more scheduled for this spring. She has been "spreading the word" about the DLAs available for the mathematics topics and created a system of folders for the activities that are prominently placed on the wall. She also plans to have a training session for the tutors for DLA use. She has also looked into some programs at other institutions that she would like to explore for use in the Math Lab, such as the "Adopt a TA" program at BYU. She is exploring the possibility of setting up a pilot program where groups of students in a specific class (BYU requires at least 7) could request a dedicated tutoring session covering specific topics for a set amount of time. Something like this might be useful for the more difficult/time consuming topics

to tutor, like statistics or the 200 series, and might save some of the repeated questions that tend to come in. This is still in the research stage.

In addition, there are discussions about offering a course for tutors about specific math tutoring issues and strategies. Allison is working with Bronwen Moore (Math Department Chair) and Jerry Pike on this project.

DLAs

Approximately 20 new DLAs were posted this summer, so we have a pretty full library of Math DLAs. Work is being done to improve the DLA website to allow for more intuitive navigation through the DLAs. At the in-service department meeting, the department discussed where the DLAs are located, how to use them, what to do with them in the future, etc. It is hoped that these activities will continue to be created, modified, and used, even though the funding has expired. Many of the SLO improvement plans continue to include the use of DLAs.

DLAs were also part of the project to include math modules in the Culinary Arts class, and these modules have generated interest in some of the other departments in CTE. Marine Diving Technology has asked for access to the modules to determine how they may use them in their program.

Academic Achievement Zone Spring 2010

Year four statistical data and success of the Academic Achievement Zone are based on the 2010 spring semester only. No funding was available in the fall of 2009.

The overall success of the Academic Achievement Zone has been tremendous.
Coaches and student athletes are enjoying the benefits of our program's mission. We have been able to educate student-athletes about the campus wide resources available to them at SBCC and to teach study skills necessary to navigate through the challenges they will face in education and lifelong learning. We have also created an environment of understanding and accountability. By enhancing academic achievement of student athletes based on accountability models keyed to self-efficacy, grade point averages, transfer rates, retention, graduation rates and related measurements, the following data represents the success and effectiveness of the program.

The GPAs of the student-athletes using the Achievement Zone consistently show a significant increase in overall GPA. Course completion rates have also increased as an outcome measure of the effectiveness of the tutoring and mentoring.

Table 1 presents percentages for successful course completion rates of Achievement Zone users vs. non-user students in Basic Skills courses from fall 2007 to spring 2010, with the exception of fall 2009 when the Achievement Zone was not open. Successful completion of a course is designated by a grade of C or above.

Table 1

	AAZ Users	Non-Users
Fall 2007	81.4%	67.3%
Spring 2008	76.7%	65.3%
Fall 2008	72.5%	62.6%
Spring 2009	70.0%	59.6%
Spring 2010	72.0%	56.3%

Successful Course Completion Rates for AAZ Users vs. Non-Users

*AAZ was not open in Fall 2009, therefore no data are available
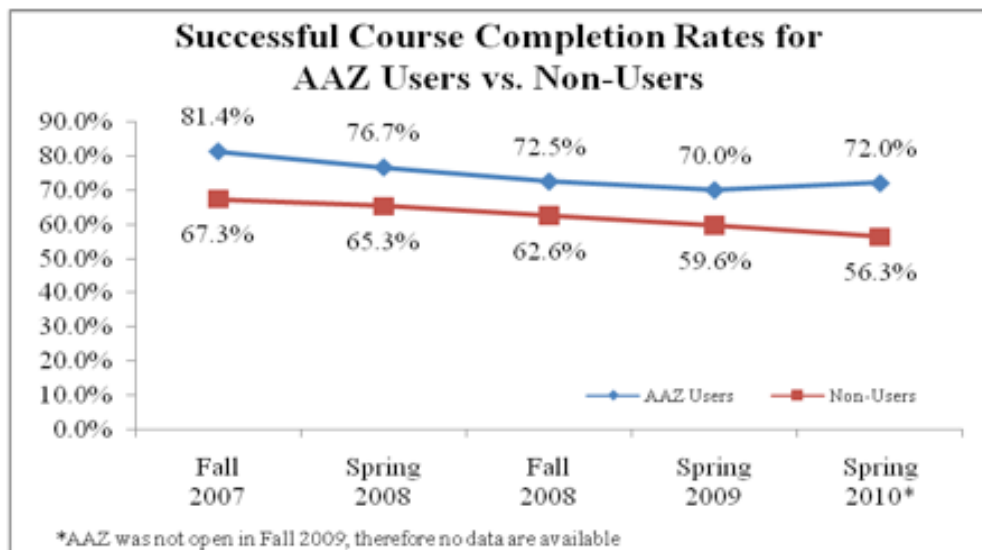
By enhancing the student athletes' academic performance while reinforcing their dual identity as athletes and scholars builds on skills that are equally applicable to athletic and academic pursuits. Student athletes using the Academic Achievement Zone learn how to capitalize on the transfer of motivational skills from the athletic domain to the academic domain enabling the student-athlete to build on skills developed through athletic participation, such as discipline, focus and concentration, leadership, teamwork, responsibility, and determination and apply them to academic endeavors.

Year four data is equally impressive as previous years' success and is represented in the following tables.

Table 2 presents frequencies and percentages for successful, unsuccessful, and withdrawn students in Basic Skill courses for spring 2010. Successful completion of a course is designated by a grade of C or above.

Table 2
Comparison of Successful Course Completion Rates between AAZ Users and Non-Users

Spring 2010

	AAZ Users		AAZ Non-Users		
	Count	Percent	Count	Percent	**Difference**
Successful	273	72.0%	125	56.3%	15.7%
Unsuccessful	83	21.9%	68	30.6%	-8.7%
Withdrawn	23	6.1%	29	13.1%	-7.0%
Total Enrollments[1]	379		222		
Total Headcount	67		47		
Average Term GPA	2.24		1.59		0.65

Strategies used by the Zone staff include individualized attention, study skills training, techniques to alleviate test-taking anxiety, and notetaking, 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.

Table 3 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.

Table 3
Successful Course Completion Rates by
Number of Visits to AAZ

<u>**Spring 2010**</u>

Number of Visits	Successful		Unsuccessful		Withdrawn		Total Enroll-ments	Total Head Count	Avg. Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	125	56.3%	68	30.6%	29	13.1%	222	47	1.59
1 to 9	51	63.0%	27	33.3%	3	3.7%	81	15	2.03
10 to 19	91	65.9%	31	22.5%	16	11.6%	138	24	2.00
20 to 29	62	78.5%	15	19.0%	2	2.5%	79	15	2.40
30 to 39	51	82.3%	10	16.1%	1	1.6%	62	10	2.61
40 or More	18	94.7%	0	0.0%	1	5.3%	19	3	3.13
Total Enrollments[1]	**398**	**66.2%**	**151**	**25.1%**	**52**	**8.7%**	**601**	**114**	

Table 4
Successful Course Completion Rates by Number of
Hours Spent in AAZ

<u>**Spring 2010**</u>

Number of Hours	Successful		Unsuccessful		Withdrawn		Total Enroll-ments	Total Head Count	Avg. Term GPA
	Count	Percent	Count	Percent	Count	Percent			
Zero	125	56.3%	68	30.6%	29	13.1%	222	47	1.59
1 to 9	48	69.6%	20	29.0%	1	1.4%	69	13	2.22
10 to 19	79	59.8%	37	28.0%	16	12.1%	132	23	1.87
20 to 29	52	78.8%	10	15.2%	4	6.1%	66	12	2.19
30 to 39	71	80.7%	16	18.2%	1	1.1%	88	15	2.56
40 or More	23	95.8%	0	0.0%	1	4.2%	24	4	3.35
Total Enrollments[1]	**398**	**66.2%**	**151**	**25.1%**	**52**	**8.7%**	**601**	**114**	

Praise and recognition for effort and accomplishment are key facets of celebrating student success. An integral part of our program this year includes weekly acknowledgement of student-athletes. Each week two student-athletes are awarded "Zone T-shirts" representing successful mastery of skills that can be applied to other situations, self-regulation of setting goals that are explicitly linked to course content and demonstrated commitment to academic and athletic development. Sometimes the recognition of seemly minor accomplishments has been a motivator to student-athletes to persevere and work beyond their self-imposed limitations.

Weekly reports sent to coaches include weekly hours of participation for each student-athlete and a spreadsheet that includes the student-athletes primary and secondary goal. This data allows us to track the student-athletes' time spent on each course. When grade reports are distributed, coaches, counselors and Zone Staff can better assist the student-athlete, especially if a trend shows that the student has spent a large percentage of time on one subject and ignored others.

Our cooperative learning environment has also worked to raise the student athletes' academic self-confidence and self-esteem. Each week, as the director of the program, I visit the Zone, developing rapport with the various student-athletes and engaging them in a discussion of our program. Overwhelming support has been expressed as far as favorable perceptions of the staff, the tutoring services, the support and assistance they received from the staff, and the opportunity to study with other athletes. The program components deemed most helpful this semester are the mathematics and English tutors.
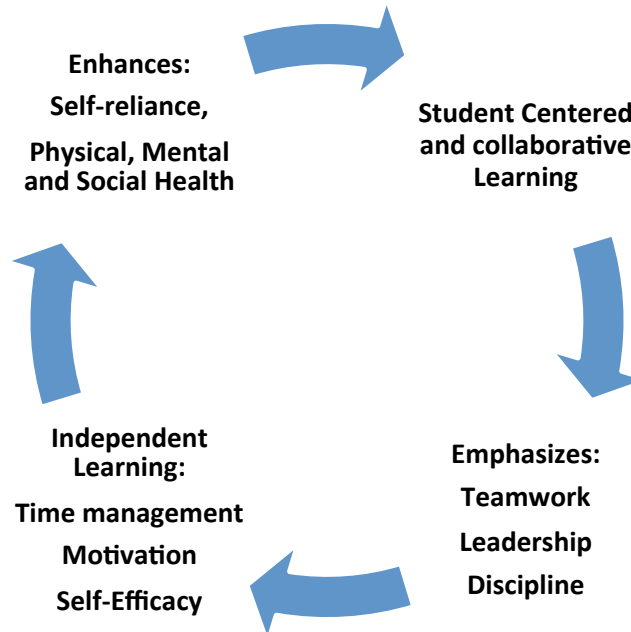
Collaborative learning environments tied together by common themes and interests allow students and instructors to interact in ways that a normal selection of courses could never allow. Students can connect with other students through the sharing of ideas across similar concepts discussed in multiple courses. These ideas can have both academic and social value for freshmen looking to find their place in college. Students can connect with their faculty by having more in depth conversations in smaller, less threatening classroom environments.

The success of our program also stems from the uniqueness of the staff. Each staff member has participated in athletics. Each brings an expertise that has helped him or her identify with the student-athletes. They understand that most college students are not independent, self-regulated learners. One of the aims of this program is helping students become self-directed learners. The Zone staff has worked hard in assisting student-athletes develop a repertoire of study strategies they can apply appropriately as they work toward mastering course materials. Providing students with accurate, targeted feedback on the use of learning strategies is a key mechanism in developing their capabilities as self-directed learners. Each staff member works at conveying respect and engaging in active learning to understand the student-athlete's emotional, social, and intellectual needs, concerns, and goals.

In view of the prevalence of academically underprepared students, the president of our college has committed ongoing budget resources. In addition, the Achievement Zone is directly linked to our college mission. Student success is directly linked to and supported by the college Institutional Student Learning Outcome of Personal, Academic and Career Development: "Students will be able to work independently and in group settings, and identify lifestyle choices that promote self-reliance and physical, mental and social health."

The diagram below shows how the Achievement Zone is an integral part of the college.

Academic Achievement Zone Promotes Student Success

Enhances:
Self-reliance,
Physical, Mental and Social Health

Student Centered and collaborative Learning

Emphasizes:
Teamwork
Leadership
Discipline

Independent Learning:
Time management
Motivation
Self-Efficacy

Success stories include:
- 442 Student-athletes – Fall 09-2010
- **GPA**
  - In-Season 2.8
  - Out-of-Season 2.6
  - General Student 2.5
- **Enrolled Units**
  - In-Season 14.8
  - Out-of-Season 13.5

- SBCC Honor Roll – 112
- President's Honor Roll – 41
- Student-Athletes Transferring
  - 53 out of 77 (69%)
- Scholar Athlete of the Year (SBART)
- State Pepsi Scholar Athlete
- 5 Player of the Year recipients (SBART)

The student-athletes receiving tutoring have continuously exhibited higher persistence rates. The significance of this suggests that by the mentors and tutors devoting more time in teaching self-efficacy strategies in association with tutoring, students attending the Achievement Zone develop higher self-efficacy and higher rates of course completion. This suggests that a learning support

program should make ample use of motivational techniques for improving academic achievement.

Over the past few years, it has been shown that students who participate in the Achievement Zone have GPAs higher than non users and the general students at SBCC. Withdrawal rates for Basic Skills courses are 5-12% less for Achievement Zone students, and sophomore retention rates have risen to 90%, compared to 78% for non-user student-athletes. But the impact is more than what can be reported on a transcript: Achievement Zone students are more likely to take on leadership roles, discuss ideas with instructors outside of class, study with classmates, and attend campus events.

The one-to-one experience offered by the SBCC Achievement Zone has proven to be a cooperative effort where students are not merely the recipients of tutoring, but are partners in their own education; and the college's motto, "Student success - that's what it's all about," is more than a catchphrase.

Career Technical / Basic Skills Educational Institute

Report to the Partnership for Student Success

FALL 2010

BACKGROUND:

In Spring 2009 Dr. Kelly Lake and Dr. Dixie Adair Budke convened a team of career technical (CTE) and basic skills educators. Each CTE faculty determined how best to approach his or her area of expertise.

In the culinary arts area, Dr. Budke felt it imperative to focus on the basic skills assessment of first and second semester students, as those are the semesters when the greatest attrition rate occurs. Dr. Budke felt that the attrition was caused by a multiple of factors, but the lack of basic skills seemed key to student success and retention. To complicate things, career technical students are not required to take college assessment exams, so instructors are uninformed as to the skill level of students. While most courses have "skills advisory" notifications, they are not prerequisites, and can't be enforced.

This report is for work done in the Fall 2010 semester. The activities are a continuation of efforts that began in Spring 2009 and continued through Fall 2009 and Spring 2010.

STRATEGY:

- A writing assessment tool will be developed for first semester students and a math assessment tool for second semester students in the culinary arts department. Information literacy will be introduced to first semester students and assignments given that will encourage use of this skill.

- Once assessed, students can be guided to on-campus resources to help build their skill levels.

- Gateway tutors will be better able to focus on skills attainment for targeted students

- Rates of success, as determined by the course student learning outcomes, will be tracked and course activities changed to enhance learning.

PHASE FOUR: ACTIVITIES   FALL 2010

PARTICIPANTS:

Career Technical:

Dixie Budke, School of Culinary Arts and **Hotel Management** (new)

Chef Stephane Rapp, School of Culinary Arts (additional courses)

Geoff Thielst, Marine **Diving** (new / pending)

Laura Welby, Drafting and Design

Basic Skills:

Elizabeth Bowman, Library

Anita Cruse, Writing Skills

Pam Guenther, Math

Institute Administrative Assistant

Kelly Zirkle, (Gateway tutor for School of Culinary Arts) Assessment Assistant

GOALS:

- Expand number of courses for inclusion in basic skills assessment.
- Implement strategies to improve student success in career technical courses based on outcomes in Fall 2009, Spring 2010 and Fall 2010 for first semester (CA 113) and second semester (CA 111).
- Design a more comprehensive monitoring / tracking system to analyze student success.
- Continue monitoring first semester (CA 113) and second semester (CA 111) student success
- Using previously collected data, determine reasons for student retention and persistence.

STRATEGIES FOR STUDENT SUCCESS:

- A writing assessment tool was created for first semester students and a math assessment tool for second semester students in the culinary arts department in Fall 2009. Both CA 111 and CA 113 student assessments will be tracked and compared to final course projects and final exams.

- Information and computer literacy will be introduced to first semester students by Elizabeth Bowman, SBCC reference librarian.   A wiki page will be created for CA 111 and CA 113 that provides online resources for students to help them with their course projects.   The library block and live chat will be added to Moodle course shells.

- Student services links/block to Moodle course shells will be added. Once assessed, students can be guided to on-campus resources to help build their skill levels.

- Course instructor and Gateway tutors will analyze assessments and Moodle activity reports and focus on skills attainment for poorly performing targeted students.

- Rates of success, as determined by the course ***student learning outcomes***, will be tracked and course activities changed to enhance learning.

ACTIVITIES:

- **WRITING SKILLS:** Dr. Anita Cruse designed a writing assessment tool specific to culinary arts to determine writing levels of first semester students (CA 113). This was initially administered in Fall 2009, but was submitted online, invalidating results of the writing assessment. This also gave students who did not have computer literacy skills, or writing skills, an opportunity to ignore the assessment/assignment. Initial assessments must be done face-to-face, in class, with paper and pen/pencil to be valid. The assessment / essay was administered again in Spring and Fall 2010. Writing assessments need to be administered each semester as the student population changes.

  o Fall 2010 writing assessments were reviewed by Dr. Cruse to determine the students' writing level. Dr. Cruse did a more comprehensive review this semester and added a comment sheet to each student's work, noting what the student needed to do to improve their writing skills. Scores were posted and will be compared to success rates as the student progresses through the culinary program.

  o Extra credit was given to students who provided their college assessments or took their college assessment. Career technical students are not required to take the assessment exams making it impossible for instructors to assist students who need remediation before they have dropped the course.

  o The writing assignment was done in class, but the topic was given to students several days prior (on Moodle) so that they could collect their thoughts on the subject.

  o Lessons learned:

    ▪ ***Writing Center*** assignment was not offered this semester as it was not a successful assignment for Spring 2010. This will be added to third semester (CA 134 Leadership) assignments and then compared to writing assessments of the same students when they in first semester. Which students persisted? How many took advantage of the writing resources and skill building encouraged by Dr. Cruse in their first semester?

    ▪ Encourage students to take all college assessments at the beginning of the semester for extra credit. Put a deadline within the first month.

- Administer the in-class writing assignment the second week of the semester so students can get quicker feedback and can seek help sooner.

- Create an assignment and have a class discussion about procrastination for Spring 2011. Moodle e-blasts have been helpful, but we need to make sure that student profile pages have the correct email.

o Overall student success in this course

- Of the 34 who took the national food safety certification exam, 28 passed the threshold of 74%. 4 students simply did not show up for the exam. It appears that students who didn't pass the exam also did not do the assigned homework or quizzes and had very poor attendance.

- 26 out of 38 students in the course received a grade of C or better. It appears that the pattern for not successfully completing this course was ignoring homework assignments and/or quizzes, as has been noted in previous semesters…procrastination and poor skills.

o **MATH SKILLS:** Pamela Guenther developed basic math assessments for second semester culinary arts students. The first assessment was administered in Fall 2009, but the results were inconclusive due to the method of quiz administration and scoring.

o The math assessment was administered again in Spring 2010, in a controlled environment, in hopes of capturing another true sample to compare first of semester results to end of semester results. The assessment was also administered in Fall 2010.

o Overall student success in this course

- 25 of the 36 enrolled students passed the final exam with a C or better. It appears that students who didn't complete the course project (it was an individual effort this semester instead of a group project) and didn't complete homework, quizzes or seek help were not successful.

- 25 out of 36 received a course grade of C or better. It appears that the pattern for not successfully completing this course was not doing the individual course project, as suspected for Spring 2010, ignoring homework assignments and not taking advantage of online or one-on-one tutoring.

- There was no significant increase in math mastery from the beginning of the course to the end for students who were unsuccessful due to students not seeking help.

  o Lessons learned:

  - Instead of offering extra credit for the refresher assignments, make them a requirement for students who do not make the 70% threshold for specific math areas.

  - Encourage students to take all college assessments in the first month of the semester. Extra credit is still offered, but the deadline for submittal will be firm! In Fall 2010 the best students rushed to get their assessment paperwork in the last week of the semester to garner the extra credit. While this will be useful for future analysis, it was not helpful for this semester's work. Unfortunately, unsuccessful students didn't take advantage of assessment opportunities.

  - Administer all math assessment quizzes the second week of the semester so students can get quicker feedback and can seek help sooner. Fall 2010 assessments were graded for extra credit points, to relieve the pressure from math test-averse students. Assessment quizzes will be done the same way this semester, but with negative points for students who don't take the assessment quizzes. .

  - A more effective tracking system is still being designed. . Kelly Zirkle, project administrative assistant, is exporting specific items from the Moodle grade book for analysis.

  - Class size was held to almost the required size of 36 (actual student count was 38) This has allowed a more one-on-one interaction between instructor / Gateway tutor/ student tutor. The class cap will be maintained for Spring 2011 as well.

  - Course projects were changed from team-based projects to individual efforts. When individual benchmarks are not made, it alerts the instructor and Gateway tutor that help is needed.

- **INFORMATION / COMPUTER LITERACY**: Elizabeth Bowman invited first semester culinary arts students to enjoy a field trip to the SBCC library to introduce them to information literacy. It was clear, from an observational assessment, which students needed additional help in this area. An ***Institutional Student Learning Outcome*** is to help build information and computer literacy skills. Dr. Budke encouraged, and will

require in the future, that students submit certain assignments via course pages on Moodle.   Fall 2009 students attended the library workshop, as have all subsequent semesters. While there are still a few students who do not have access to computers in their homes, SBCC has made a valiant stride forward to providing campus computer labs in several locations.   With few exceptions, students were able to complete the online assignments in Fall 2009 and again in Spring and Fall 2010

- o   Lessons learned:

    - Do more comprehensive Moodle instruction the first two weeks of the semester. There is a library "block" on the Moodle course page and additional instruction will be given to students about how to use it. Schedule library visit early in the semester.

    - Hold the class size to the required # of 36. Adding more students makes it impossible to catch students who are struggling because they can stop engaging and I might not catch it.

    - Create an online, individual project that requires information literacy skills.

OUTCOMES:

A project of this significance and magnitude can't adequately be assessed in one semester. The various activities for each course must be analyzed and improved upon each semester, depending upon the skill levels of students in those courses.   We now have three semesters of data in first semester courses (CA 113) and second semester courses (CA 111). Lessons learned from each semester have been incorporated into subsequent courses.

From a purely anecdotal viewpoint, and an analysis of the student learning outcomes scores, this effort appears to be working, perhaps because the students are paying attention to the many resources available to them, or perhaps because we are paying attention to them. Persistence and retention are at an all time high for the culinary program. This semester's graduating class is the largest I have seen in the decade I have been here. Of equally important note…students who failed courses are taking them again, and sometimes again. They know they will get help, and they know they will not be humiliated when they join the course again. This is good.

FUTURE CONSIDERATIONS:

As a result of this semester's analysis, a review and modification of student learning outcomes will be completed to be used for the 2010-2011 academic year.

We will develop new courses using Moodle shells to enhance students' basic skills in Drafting / CAD, additional culinary courses and hotel management courses in Spring 2011.

We will create a video of recent culinary graduates and ask the question: "What are some tips you can offer current students to help them be successful in this program." While I have had former students come to classes as guest lecturers, this will formalize "success strategies." I will put the video on all of my Moodle course shells.

Respectfully submitted,

Dixie Adair Budke, Ph. D.

Co-Founder

Career Technical / Basic Skills Educational Institute

Report for PSS Evaluation, ESL Video Project

Overview

In Spring 2010, the ESL Department received funding to work on a series of videos that would be linked to the ESL Computer Lab home page. These videos focus on two main themes: 1) study strategies and 2) student support services. The videos and the support materials link to ESL Reading classes at all levels by including them as plus hour options.

The concept behind this project was that many ESL students do not fully participate in services available to them. For many, it is their first time in college, and they are not necessarily aware of the services for which they are eligible. Some of these students also lack significant educational experience in their first language and may not have developed basic study skills and learning strategies that will support their college success. The vision for the video project was to familiarize students with both the services and study skills that would support their success in ESL and beyond. Because the largest population served by ESL is Hispanic, we wanted to create two versions of each video: one in English and one in Spanish. These bilingual versions also serve as language learning tools for beginning students who could compare both videos and learn new vocabulary via support from the Spanish version.

Project Timeline

The department completed filming and editing of these videos between June 2010 and December 2010. In December 2010 and January 2011, we created reading materials to accompany each video. The reading materials scaffold the listening exercises and provide reading practice to students as a part of their plus hour work for reading classes. Reading materials were compiled into short booklets that students can purchase for under $2 at the bookstore. Teachers and students can also view the materials for free online or download them from any computer at **http://sbcc.edu/esl/videos.php.**

Video Topics

We have completed 12 video topics, all of which have an English and a Spanish version (a total of 24 videos) with times ranging from one to eleven minutes. Videos cover the following topics.

- o ESL Building and Humanities Building
- o Off-Campus Resources
- o Time Management
- o Reading and Study Skills
- o Student Resources
- o Using the Health Center

- o Three Types of Free Health Services
- o Keys to Success
- o Organizing Your Binder
- o Understanding Grades, Probation, and Disqualification
- o Student Tips
- o Certificates, Transfer, and Other Study

Participants and Links

Video presenters include Linda Uribe, an ESL Counselor, various staff and student workers, ESL students, an ESL instructor, and several Continuing Education staff members. (See the Appendix for a complete list of contributors.) Building on the concept of helping students understand the full range of services available to them, we also wanted to highlight programs both on and off campus which would support their success. Featuring speakers from throughout the campus community seemed the best way to do that.

In addition, during the course of the project, we realized that a short video series that had already been produced could link to our project. Two adjunct faculty colleagues in ESL had produced five short English videos in 2007, but these videos had never been used because there was no administrative mechanism to make them available. With their permission, we have been able to link these videos, entitled "My English Classroom," with ours on the Computer Lab home page. All videos and materials can be accessed at **http://sbcc.edu/esl/videos.php** or via the ESL Computer Lab home page.

Videos in Use

The videos and materials are now being used in ESL Reading classes, with Spring 2011 being the first semester of use. Students receive an orientation to the video series as a part of their ESL Computer Lab orientation during the first two weeks of the semester. After that, they are assigned or may choose from the titles which link to their reading level, according to their teacher's discretion. In addition to doing the required reading that accompanies each video segment, students also complete an applied activity. A typical example is to visit a particular student service, find out the hours for the semester, and talk with the intake person, asking at least one question that is relevant to the student's needs. Students complete a report of their reading activities and follow-up exercises in order to document their work as well as retain a written record of what they learned for future reference.

As students work through the various titles at each subsequent level, they will become familiar with a broader range of services and also learn about and practice a number of new learning strategies. The goal of all of this work is to help ESL students feel more connected with the

college as well as to see themselves as successful members of the academic community. The focus on study skills will support students successfully completing and persisting in their chosen areas of study. Several of the videos feature student speakers so that students can see themselves and what the future holds for them. Our vision is that the videos help expand their vision about what is possible. Integrating the videos with our plus hour activities allows for independent but supported study which augments rather than takes away from other classroom activities.

With Thanks to PSS and Ed Programs

This project would not have been possible without the support of the PSS grant as well as support from Educational Programs which funded the Counseling faculty member's stipend for work on the project. In addition, we owe a deep debt of gratitude to Jeff Barnes, under the direction of David Wong, who did the camera work and editing for most of the videos and worked closely with us to produce the final format that we requested. We are grateful to the FRC and to the College for its continued commitment to new initiatives, including this project.

List of Contributors to the ESL Video Project

Organized by Contribution and in Alphabetical Order

Concept

All ESL faculty members, with special thanks to Priscilla Butler, Betsy Cassriel, Gail Reynolds (ESL) and to Linda Uribe, ESL Counselor

Video Presenters
Lydia Aguirre-Fuentes, CE Student Support Services Counselor

Suk Ahn, SBCC Student

Raquel Alvarado, ESL Administrative Assistant

Norma Bahena, CE Computer Outreach Lab Coordinator

Priscilla Butler, ESL Instructor

Gabriela Guzman, SBCC Student

Noe Lemus, SBCC Student

Martha Lizalde, CE Student Program Advisor

Mayra Rangel, SBCC Student and ESL Peer Advisor

Amadeo Rendon, SBCC Student

Alejandra Rodriguez, SBCC Student, ESL Tutor, and Gateway Tutor

Ruth Salcedo, former SBCC Student

Mireya Trigos, SBCC Student

Linda Uribe, Counselor

Val Eurman, Student Program Advisor, Career Center

Videography, Editing, and Production

Jeff Barnes, FRC Technology Specialist

Technical Advising and Support

David Wong, Director On-Line College and Co-Director, FRC

In Cooperation with Counseling

Matt Lorenzen, Student Success Advisor

Maria Morales, Counseling Co-Chair

Linda Uribe, Counselor

With Additional Links to "My English Classroom" Videos

Randy Rightmire, ESL Instructor & MEC Co-Creator

Victoria Rightmire, ESL Instructor & MEC Co-Creator

Project Management

Priscilla Butler