Identification of Goals and Objectives in the College lan 2002-2005 for Which Additional Resources are Needed

Objective	Recommendation	Estimated Cost
Objective 1. Expand opportunities to assess and improve students' learning and life management skills (e.g., study skills, not taking, reading, writing, memorization, mathematics, learning style, critical thinking, test taking, library research, computer skills, time management, goal setting, decision making and health).	Increase by 5 sections per semester the number of Gateway to Success classes to include additional introductory courses students are likely to take in their first semester at the college. SEE ATTACHED: GATEWAY TO SUCCESS PROGRAM AT SBCC	$1,500 per section x 5 sections per semester x 2 semesters = 10 sections per year: $15,000
Goal 2. Increase the percentage of students attaining their educational goals, including course, degree and certificate completion, transfer, workforce development, basic skills and life-long learning.	Expand Transfer Academy beyond UCSB to include CSUCI and possibly other CSU and UC campuses. SEE ATTACHED: THE TRANSFER ACADEMCY SUMMARY	Hourly counselor coordinator (15 hours a week) and development of materials $35,000
Objective 4. Identify a minimum of three cohort groups per year and assess, develop or modify policies, procedures and interventions that may increase their success.	Focus our intervention efforts to improve student success for each of the following cohorts: 1.Students on academic progress probation or disqualification 2. Re-entry students. 3. Students in UCSB Transfer Academy 4. Students enrolled in online classes	Augmentation to online instructional aid budget to promote student retention and success in online classes $5,000
Objective 7. Increase by 1.5 percent over a three-year period the successful course completion rates (A-C, CR) in all credit, transferable, occupational, and basic skills courses while maintaining standards for academic excellence. Math (below Math 100): from 50.6% 2000-01 annual rate to 51.4% in 2004-05.	Expand the Math Computer lab to accommodate additional computers. This would enable the college to use ALEKS in its Math 4 & 100 classes. ALEKS (Assessment and Learning in Knowledge Spaces) is an interactive tutorial system. ALEKS determines each student's knowledge space through assessments. Each	

	student has an individual knowledge state, so when the student is in ALEKS Learning Mode, he or she is given items to work on with tutorial help. These items are chosen from the instructor's course syllabus and they are deemed by ALEKS as appropriate for each student's specific knowledge state. Students cannot work on topics beyond their readiness. The accompanying course management system provides detailed information about individual student progress. ALEKS is Web-based, and as such, we are in need of in-school access to it.	28-station computer lab/classroom in IDC 103/104: 1. 28 computers @ $1,500 ea. = $42,000 2. 28 computer desks @ $550 = $14,300 3. 2 Wheelchair desks @ $575 = $1,150 4. Cabling for 28 stations $5,000 5. Expansion of electrical in IDC 103 - $5k to $6k 6. Expansion of HVAC - $5,000 to $10,000 TOTAL: $67,450 - $78,450
Objective 7. Increase successful completion rates in occupational courses: from 74.3% 2000-01 annual rate to 75.4% in 2004-05.	Need to provide faculty program leadership for the Alcohol Drug Counseling program. This leadership role was filled by Mary Rogers, an Administration of Justice faculty member, until she resigned in Spring 2003. The program needs oversight in terms of adjunct faculty, scheduling, marketing, and overall program supervision. Need to provide full-time Online Administrative Assistant support for online programs in HIT/CIM. There are currently 700 students enrolled in these programs that cannot be supported with existing staff. The person currently serving as the Online Administrative Assistant has been 100% grant funded and the grant expires at the end of this calendar year. Michael Gallegos has also indicated that without this position, the Online College could not handle the workload for this completely online program.	Stipend for a faculty member to provide program management: $15,000 (estimated cost per year) Convert hourly online instructional aid for HIT/CIM program to full-time [w/ benefits]: $59,232

Objective 8. Increase by a minimum of 4% (2% the first year; 1% each subsequent year) over a three-year period the percentage of students who enrolled in a basic skills English class (below English 100) and then enrolled in a higher-level English class.	Add 4 sections per semester of Gateway to Success classes for English 70 & 80. SEE ATTACHEMENT: GATEWAY TO SUCCESS	$1,500 per section x 4 sections per semester x 2 semesters = 8 sections per year: $12,000
Objective 8. Increase by a minimum of 2.4% over a three-year period the percentage of students who enrolled in a basic skills Math class (below Math 100) and then enrolled in a higher-level math class.	▪ Expand the math lab to offer more sections of Math using ALEKS. ▪ Increase by 10 per semester the number of Gateway to Success sections for Math 1, 100 & 107	See Objective #7, estimated cost $1,500 per section x 10 sections per semester x 2 semesters = 20 sections per year: $30,000
Objective 9. Increase by 1% for English Skills and ESL and 0.8% for Math per year the percentage of students who successfully transition from: ESL courses to the completion of English 100, English 110 and other non-ESL degree-applicable courses	Increase the number of tutoring hours per week for ESL students from 8 to 20 and encourage students to enroll in Eng 70 and Eng 80 classes designated as Gateway classes so that they will be successful in English 100 and 110.	$11 per hour, 12 hours per week, per academic year: $4,224
Objective 9. Math 1, 4, 100, 107 to college level math	Expand use of ALEKS into 100 and 107	See Objective #7, estimated cost
Objective 9. English Skills courses to English 100, English 110 and other degree-applicable classes	Increase by 10 per semester the number of Eng 100 & Eng 110 Gateway to Success courses. Increase by 10 the number of Eng 100 and Eng 110 courses per semester, per year.	$1,500 per section x 10 sections per semester x 2 semesters = 20 sections per year: $30,000
Objective 11. Increase the number of students who transfer to four-year colleges or universities by a minimum of 1.5% over a three-year period, and increase by 1.5% the number of students who are transfer eligible for the coming year.	Expand the Transfer Academy to include CSU, CI and other UC & CSU campuses. SEE ATTACHMENT: TRANSFER CENTER	Same as Goal 2

Objective 14. Increase the percentage of students who report making progress in studying the appropriate number of hours per week in relationship with the number of units in which they are enrolled.	Increase the number of scholarships, internships and General Fund for student hourly employees support to provide more job opportunities for students on campus.	Resources: Donations generated from the Foundation $100,000
Objective 17. Achieve successful course completion rates for courses offered in alternative delivery formats that are at least comparable to those obtained in more traditional instructional modes.	Target students enrolled in online classes as "at risk" students in need of special interventions.	Expand/augment OIA budget - same as Objective 4.
Objective 18. Identify annually the need for the college to offer, and, when feasible, implement new instructional and student support programs.	Implement new proposed programs in Sonography (ultra sound) to respond to local needs. ~~withdrawn~~	Equipment and curriculum development: ~~$100,000~~ Approx. 24 TLUs (hourly cost) ~~$24,000~~
Objective 22. By 2004-2005, 70% of the credit students will report using Campus Pipeline and Oracle Student System's self service for accessing information. 80% of them would express satisfaction with the information provided via the web (measured by the student college experiences survey conducted every three years).	Need to provide tech support for students and faculty (Helpdesk support) to respond to questions on the use of Campus Pipeline, OSS & WebCT. With the full implementation of OSS, an increased number of SBCC students will be using web-based educational and administrative services. Base on our experience with assigning students and staff Campus Pipeline accounts, we anticipate a substantial increase in students and faculty requests for technical assistance.	Increase online helpdesk staff $90,000
Objective 36. Identify and implement strategies to enhance the college's success in recruiting and retaining faculty and staff; *and* **Objective 44.** Increase opportunities for faculty and staff to participate in professional development activities to respond to professional goals and/or institutional needs	Need to restore funds to support travel & conference attendance and sabbatical leaves.	T&C (Ed Programs): $ 74,266 Sabbatical leaves: $136,000 TOTAL $210,266

Objective 58. Provide 7X24 access to Internet-based classes and services.	Create a 15-station open student computer lab in the Campus Center. As a greater number of students use web-based instructional and administrative services, they will need access to on-campus computers. This proposed Cyber Center will provide student in general and on East Campus greater access to computer resources.	Wiring, equipment (15 computers and furniture), and flooring for the construction of Cyber Center in the Campus Center and construct offices for existing Educational Programs technical support staff who will supervise the lab: $75,000 - $100,000
TOTAL		**Range:** **$758,172 to $794,172**

C:/EdPrograms/Word/College Plan/College Plan Add Resources Needed 10-27

The Transfer Academy
Santa Barbara City College

The Transfer Academy represents SBCC's most comprehensive college-wide initiative to:

1. Market the college's effective transfer relationship with the University of California, Santa Barbara.
2. Improve direct support service interventions with UCSB transfer goal students to increase retention, persistence and timely academic preparation and transition to UCSB.
3. Increase parent and family involvement in their student's transfer planning and progress.
4. Strengthen faculty and instructional department involvement in promoting student interest and focus on transferring to UCSB.
5. Reaffirm SBCC and UCSB's commitment to sustain and strengthen existing transfer services and program components and add new services where feasible.

Why

For decades Santa Barbara City College has served as a statewide leader and model in fulfilling California's transfer mission. In particular,   the longstanding collaborative relationship between SBCC and UCSB has resulted in SBCC and UCSB being the undisputed leader in transferring community college students to a UC campus. On average, SBCC transfers 450 students annually to UCSB representing just under 1/3 of all SBCC annual transfers to four-year universities and over 30% of all transfer to UCSB from the 108 California Community Colleges.

As a result of UCSB's growing stature and reputation as a world class university, competition for admission to UCSB at both freshman and transfer levels has increased. Competition for limited space at the University is further heightened as state budget cuts limit the ability of the University to accept all qualified freshman and transfer applicants even as the pool of high school graduates and transfer students seeking admission continues to grows.

The Transfer Academy assures that SBCC students are academically prepared and have a competitive edge to enter and succeed at UCSB.

(Continued**)**
What

The <u>Transfer Academy</u> is a program of the Transfer Center under the purview of Keith McLellan , Dean – Educational Programs and leadership of Kathie Adams, Transfer Center Director and Wendy Peters, Transfer Academy Counselor. The <u>Transfer Academy</u> replaces the longstanding <u>SBCC-UCSB Transition Program.</u>

The Transfer Academy organizes existing support services and benefits into a more easily identifiable and cohesive program to which students belong while adding additional student and academic support services and proactive interventions.

The Transfer Academy extends the principle of partnership to more actively engage the student's parents and family in the transfer process .

The Transfer Academy more fully engages instructional faculty in the transfer process in ways that increase student's identity with their major and career interests.

How
<u>Awareness</u>

- Open promotion of the "Guaranteed Admission" agreement with UCSB.'s colleges of Letters and Science and College Engineering/Computer Science.
- Advertising of existing and expanded need for Transfer Academy support services and benefits to address growing competition for access to ther University
- Publication and dissemination of a "Parents Guide to Transfer".

<u>Membership , Identity, Involvement and Recognition</u>
Incoming students who express a goal of Transfer to UCSB will be notified that they are "Transfer Academy Candidates" and will be invited to participate in a structured array of activities and services that will increase their chance of transfer to UCSB and completion of a UC Bachelors degree in a timely and cost effective manner.

Upon completion of a core set of academic and support service achievements, students will be notified and publicly recognized that they are "Transfer Academy Members in Good Standing". Members will be eligible to participate in recognition events, selected scholarships [endnote i] , and expanded access to university services and activities (e.g . Cross Enrollment, UCSB library, UCSB Intramural participation [endnote ii]).

Then, upon completion of earning "transfer eligibility status", participants will be identified as "Transfer Academy Scholars" and will be eligible to apply for UCSB Alumni Transfer Scholarships and other scholarships that we intend to develop with the assistance of the SBCC Foundation. Transfer Academy Scholars may be eligible for the

SBCC Liberal Studies – Transfer AA and those with honors G.P.A. will be given special recognition.

Focused Planning, Services, Feedback and Intervention (examples)
- Designated Academy Coordinator/Specialist(s), inter-campus liaison(s) and student advocate(s). *(expanded)*
- Documented transcript evaluations of students' transfer course work completed at other colleges utilizing the SBCC's new computer based degree audit system "DARS" and the new "STARRS" transcript scanning system. *(expanded)*
- Written Individual Educational Plans (IEP). *(expanded)*
- Written Individual Transfer Success Plans (ITSP) *(new)*
- Regular semester-by-semester feedback on students transfer eligibility, general education completion and completion of pre-major requirements through DARs, the college's recently introduced computer-based degree audit system. *(new)*
- Focused interventions to assist students in making timely commitments to a major and completion of lower division major preparation courses prior to transfer. *(new and expanded)*
- Progress alerts providing proactive feedback and support referral for students who are "off course" relative to their choice of major vis-a-vis their intended transfer institution, course selection, unit accrual and GPA requirements. *(new)*
- Proactive outreach and communication by UCSB to SBCC students expressing an interest in transferring UCSB . *(new)*
- "Parents Guide to Transfer" publication notifying parents on how to stay involved and current with their student's transfer process and progress. *(new)*
- Cross-enrollment screening and referral. *(expanded)*
- Access to special services provided by UCSB including pre-transfer access to a UCSB Admissions Officer, eligibility for the UCSB Transfer Admission Guarantee, focused mailings and transfer information, campus visits, and participation in university co-curricular activities, cultural events and library services – fee based or subsidized. *(new and expanded)*

Faculty and Instructional Department Involvement
- Introduce the Transfer Academy Association with chapters based on majors and/or divisions. *(new)*
- Transfer Academy Association Faculty comprised of SBCC faculty from major transfer majors/divisions to work with Association Chapters and counselors to sponsor special "Majors" events to include UCSB faculty guests. *(new)*
- Faculty-to-faculty roundtables between SBCC and UCSB faculty in related disciplines. *(new)*

When
- The program is available to all students enrolling at SBCC Fall 2003

Summary

The Transfer Academy represents the most comprehensive initiative to date by Santa Barbara City College in carrying out the transfer mission through partnership with UCSB and potentially with other participating four-year colleges and universities.

Through the Transfer Academy, SBCC will significantly improve it's internal efforts to raise the level of SBCC student commitment to transfer education, advance students' rate and level of academic achievement needed to be competitive for admission and successful in upper division course work, and increase the number of students who complete lower division major preparation courses prior to transfer.

Moreover, the Transfer Academy provides four year- institution partners with the opportunity to extend existing services and introduce new transfer strategies with the confidence that SBCC is preparing increased numbers of academically qualified students for transfer to the.

<u>End Notes</u>

---

[i] Subject to SBCC Foundation fund raising and UCSB Alumni Scholarships program funding levels.

[ii] UCSB privileges subject to UCSB approval and/or SBCC Foundation funding.

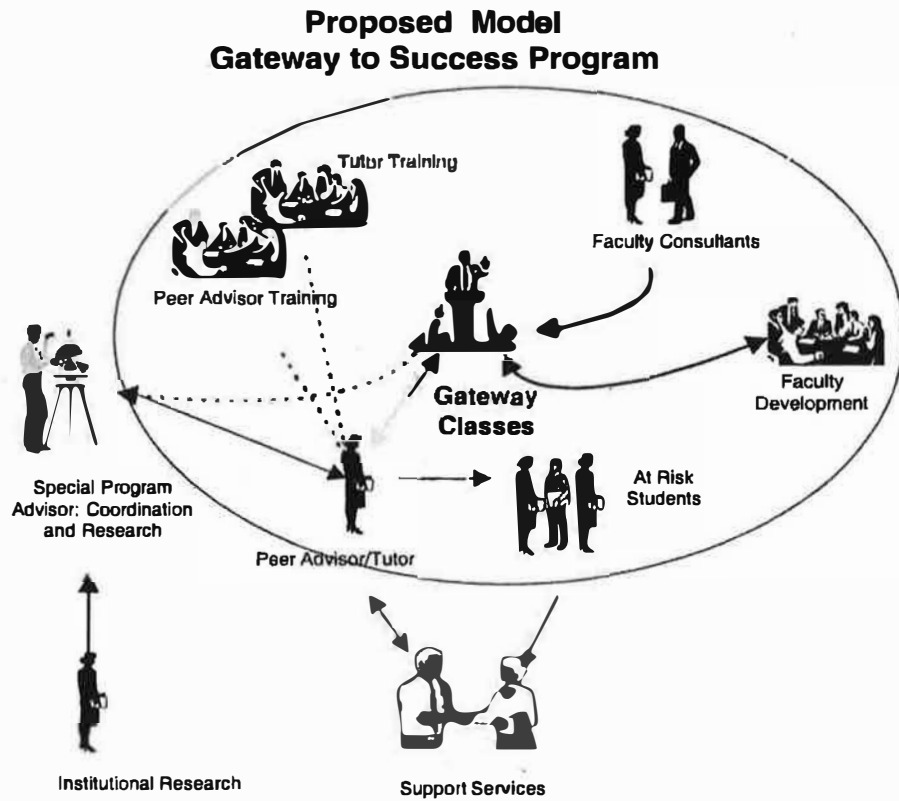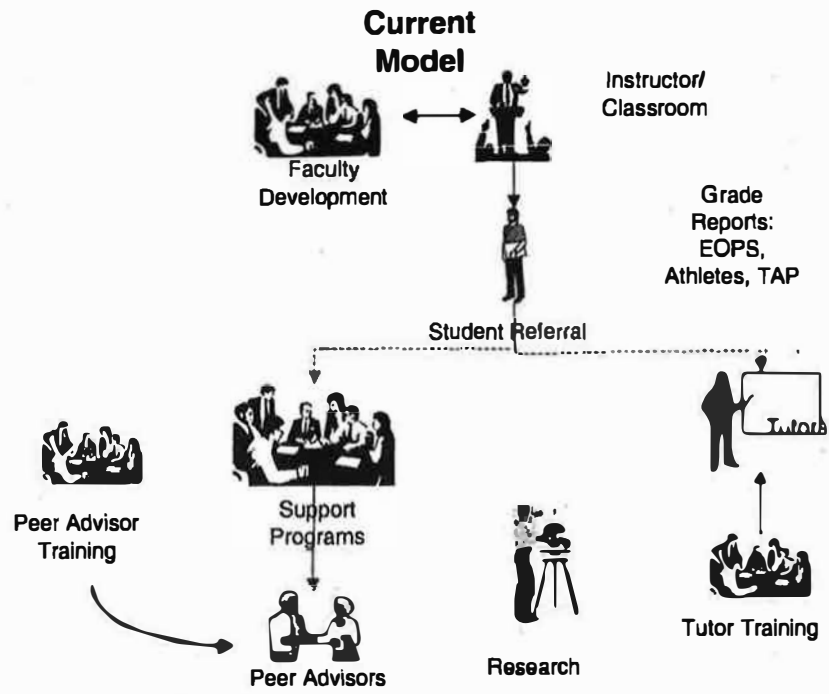# HISTORY OF THE GATEWAY TO SUCCESS PROGRAM AT SANTA BARBARA CITY COLLEGE

The program was designed by Dr. Jack Ullom, Dean of Educational Programs and Student Success, Dr. Jerry Pike, Director of the Learning Resource Center, and Keith McLellan, Dean of Student Services and Student Success. On two occasions in fall 2000 this team invited faculty from across many disciplines to brainstorm on the feasibility of a supplementary instruction program in support of transfer courses with many sections that were key Gateway courses for a student planning to transfer to UC or a CSU. Based on that input, and a few months of research on the success rates in key classes like COMAP 101, History 100, 101, or Political Science 10, it was determined that even when high quality instruction was delivered to the students in these classes, the overall success rates of the courses were far below the college average and many students were not successful in these Gateway transfer courses.

Design of Gateway Program

The Gateway Program was designed on the concept of triangulated supplementary instruction that built a strong and complimentary relationship between the instructor, instructional aide and each student participating in Gateway. The faculty member who had attended the Gateway Training Institute in June 2001 incorporated certain student success strategies into their class and the instructional aide (trained in the Tutor Training 199 class) learned strategies that they would subsequently use with each of the Gateway students.

The instructional aide met regularly with the instructor and in some cases attended the professor's Gateway class section. Together they identified students who could benefit from the supplementary instruction, discussed the content of the instruction, and the aide worked with the students as a group at least once a week outside of class and also met with each student individually. The challenges of each individual student were assessed and the instructional aide, in consultation with the faculty member, found solutions to the barriers to success for each student.

Our old way of dealing with individual student challenges in classes and the new way in the Gateway to Success Program are diagrammed on the following page.

Current
Model

Instructor/
Classroom

Faculty
Development

Grade
Reports:
EOPS,
Athletes, TAP

Student Referral

Peer Advisor
Training

Support
Programs

Tutors

Peer Advisors

Research

Tutor Training

Proposed Model
Gateway to Success Program

Tutor Training

Faculty Consultants

Peer Advisor Training

Gateway
Classes

Faculty
Development

Special Program
Advisor: Coordination
and Research

At Risk
Students

Peer Advisor/Tutor

Institutional Research

Support Services

2

What is new in the Gateway program is the weekly support from the instructional aide (much like the teaching assistant in graduate programs at four year universities) and follow up by these aides when students missed sessions or did poorly on exams. The aides are outstanding students having taken the professor's class or peers who are in graduate programs in the content area. They have been effective for at least three reasons. They have

- **heightened credibility with the Gateway students because of their young age**
- **are well trained by the Tutor Training 199 class and the instructor and**
- **they are dedicated to the success of each student.**

Goal of the Program: Improved Student Success in Gateway Courses

- Targeting students at risk in Gateway classes (2000 students with approximately 500-600 students at risk[1])
- Proactive involvement of faculty in tutoring practices to provide
  - consistency of content and approach between classroom and tutoring strategies and assignments
  - assessment and referral of at risk students[2]
  - tutors with problem solving, communication, time management, and learning skills
  - mentoring of tutors by faculty
  - triangulation of learning process in which teacher guides the tutor, the tutor assists students, and tutor reports back to teacher
  - documentation of tutor process and effectiveness
- Cohort of Gateway course faculty will meet twice per semester in third and eighth week to
  - establish goals
  - share possible strategies for tutor usage
  - identify most significant student problem areas
  - review available student support services
- Faculty consultants in study skills and student success will provide strategies to Gateway faculty and peer advisors dependent on needs of students
- Clerical and coordinating assistance from an hourly Special Program Advisor
- Student and faculty satisfaction questionnaires and assessment of significance of any student performance improvement

---

[1] At risk students are those students likely to receive non-productive grades for a variety of reasons.

[2] Referral may be to counselor, special tutoring, instructional support, Health and Wellness, DSPS, College Success course, etc.

GSP Team:
- Faculty of Gateway Courses[3]
- Director of Learning Resource Center
- Instructional aides/Tutors
- Faculty Consultants
- Coordinator of GSP meetings
- All academic counselors
- 2 Administrative Student Success Deans
- Institutional Research Director staff-as resource

Program:
- Designated cohort of faculty teaching Gateway courses
- Mentorship program for instructional aides/tutors with ten hour training course and weekly meetings with supervising faculty
- Two meetings of cohort faculty, instructional aides and Administrative team in beginning of week three and week eight to discuss the types of supplementary instruction each class is providing Gateway students
- Administrative coordinator to arrange meetings of faculty
- Identify and track challenged students – research statistics managed by Director of Institutional Research and Planning

Classes:
- Gateway courses--primary introductory course for IGETC, major, certificate, or AA/AS degree and developmental mathematics and English classes

Incentives:
- Faculty of Gateway courses – equivalent of 1 TLU or flex credit and extra support for challenged students and faculty teaching Gateway courses. Beginning spring 2004 faculty will receive flex credit in lieu of a stipend.
- Faculty consultant experts in study skills and student success strategies
- Program coordinator
- Student instructional aides--course credit and hourly stipend
- Travel & Conference for participating faculty
- Clerical support
- Administrative Deans support in planning, funding and research

In June 2001 several faculty, including three former faculty lecturers, were invited to attend a four-day Gateway Institute.   A copy of the Institute's content follows:

---

[3] Gateway Courses are primary introductory courses for IGETC, major, certificate, or AA/AS degree. Examples would be Bus Ad 101, COMAP 101, His 100, Pol Sci 101, and Psy 100.