

Evaluation Report on the Partnership for Student Success: Year Three

This year's evaluation report is being submitted in spring 2010 because of unavoidable delays in completing the data analysis for 2008-09. The PSS Steering Committee is now working with new Director of Institutional Research Robert Else and Researcher Melanie Rogers to design future research studies that will continue to measure student retention and begin to track student persistence. Data continue to indicate that students who participate in Partnership programs have significantly higher course completion rates. And while we have some evidence that these students tend to persist in their studies as well, we want to begin tracking them in subsequent semesters to verify this. We are grateful to Robert and Melanie for their assistance in completing this evaluation report in spite of numerous challenges, and we look forward to working with them as members of the PSS Steering Committee.

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, 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 curriculum redesign initiatives and a report from the CTE/Basic Skills Task Force on its efforts to address the needs of underprepared students in CTE courses.

SBCC continues to receive recognition for its efforts to promote student success. In October 2008, the Partnership was recognized by the Hewlett Foundation as one of four Hewlett Leaders in Student Success. Hewlett provided \$15,000 for SBCC to promote the Partnership statewide, and to this end, the PSS Steering Committee developed a website and planned a colloquium to share our practices with other California community colleges. The April 2009 colloquium was a tremendous success, drawing over 100 faculty and administrators from across the state. In addition to the colloquium, the Partnership was showcased at the Spring 2009 BSI Regional Workshops. As a result, we have been hosting a number of community colleges that hope to bring similar programs to their campuses. Most recently, the Statewide Academic Senate and the Board of Governors named the Partnership as one of two recipients of the Exemplary Program Award.

While we are gratified by the recognition we have received, the Partnership, like all areas of the College, has also faced numerous and daunting challenges beginning in spring 2009. While this report focuses on PSS data from 2008-09, it is important to note the continuing impact of funding reductions that began 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 has been 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 2006 Student Success Initiative. At the same time, the state BSI funding that had allowed all PSS programs to expand was reduced by 32% in fall 2009, virtually eliminating any additional funding for tutoring.

While these cuts have had some serious consequences for our programs, the impact has been substantially lessened due to the support of the Foundation. Because of this support, Gateway has been able to provide tutors for core classes, 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 PSS and our students. But the funds that have allowed these programs to remain viable are one-time, and without stable funding, the Partnership will not be able to continue. Fortunately, the President has made providing core services to students a priority and recognized the importance of continuing PSS even in these difficult times. She has proposed a funding model that will provide a minimum level of district funding to continue PSS, and both the Academic Senate and the Student Senate have endorsed the President's proposal. We are hopeful that it will be endorsed by the College Planning Council as well.

As the recent Accreditation Visiting Team concluded in its Evaluation Report, Santa Barbara City College has created "an environment where the focus of the entire college community is on student success and achievement." As one of many efforts to create that environment, we hope that we will be able to continue contributing to the success of our students

Respectfully submitted,

Kathy Molloy
Chair, PSS Steering Committee

THE GATEWAY TO SUCCESS PROGRAM

We have achieved our goal of ongoing, incremental growth up to the point of the state fiscal crisis. More significantly, the percentage of successful students has grown, along with the increase in Gateway sections offered in Year 3, as shown in Table 1 below.

Table 1. Increase in the Number of Gateway Sections and Success Rates

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%
Fall 2008	297	71.7%
Spring 2009	336	72.0%

The successful course completion rates of students in Gateway sections and non-Gateway sections of the same courses shows a statistically significant higher level of success, as shown in Table 2 below.

Table 2. Successful Course Completion Rates of Students in Gateway Sections and Non-Gateway Sections of the Same Courses

	Fall 2006		Spring 2007	
	Count	Rate	Count	Rate
Gateway	2,416	68.5%	2,676	67.6%
Non-Gateway	4,985	65.5%	4,093	63.9%
Difference		3.0%		3.7%
	Fall 2007		Spring 2008	
	Count	Rate	Count	Rate
Gateway	5,650	71.2%	6,739	70.5%
Non-Gateway	8,652	66.8%	8,006	68.3%
Difference		4.4%		2.2%
	Fall 2008		Spring 2009	
	Count	Rate	Count	Rate
Gateway	7,728	71.8%	8,320	70.5%
Non-Gateway	11,164	67.4%	9,392	67.4%
Difference		4.4%		3.1%

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

	Fall 2006		Spring 2007	
	Count	Rate	Count	Rate
Gateway	894	64.1%	1,065	65.2%
Non-Gateway	1,967	60.9%	1,715	58.5%
Difference		3.2%		6.7%
	Fall 2007		Spring 2008	
	Count	Rate	Count	Rate
Gateway	1,894	75.7%	2,047	69.0%
Non-Gateway	3,607	62.4%	2,281	63.3%
Difference		13.3%		5.7%
	Fall 2008		Spring 2009	
	Count	Rate	Count	Rate
Gateway	2,425	69.2%	2,150	68.2%
Non-Gateway	4,487	64.6%	2,679	65.2%
Difference		4.5%		3.0%

THE WRITING CENTER

Overview:

The third year of the Writing Center (2008-09) with augmented funding from PSS marked the third and last year for both Lisa Danhi and Nicole Biergiel, the two LTAs working in the WCenter. Many thanks and much appreciation to them both for their work over the past three years.

We are now extremely fortunate in hiring first Andrea Fortenot to replace Lisa Danhi. Andrea has just completed her PhD at UCSB and comes to us highly recommended with lots of teaching and editing experience. Also, we hired Carissa Secord to replace Nicole Biergiel (a replacement position that was delayed due to budget issues), and she started working for us last fall. Carissa has extensive background in writing center work as well as teaching.

During the first two years of PSS sponsorship of the WCenter, the two LTAs functioned as overseers, working with the Director implementing foundational strategies, composing forms, handouts, and designing procedures (using trial and revision) in an effort to create an environment consistent in practice among all tutors. The goal was to guide tutors toward a commonly held set of principles and practices. After two years we had a reasonably solid foundation in the WCenter, so for Year Three the two LTAs were given more tutoring responsibilities, about 50% of their load.

Narrative on Statistics:

Fall 08 had about 100 more visits than Fall 07; Spring 09 had an increase of about 700 visits over Spring 08. Numbers of students increased as well at a slightly lesser rate, which is good, in that it indicates more repeat visits by students, which is what we like to see.

Looking at success rates for the WCenter, we see that the surprisingly positive statistics we saw the first two years hold up for Year Three. The average success rate for all users of the WCenter (compared to their peers who did not use the WCenter) averages out to about a **17%** higher rate of successful course completion. Among students in basic skills writing classes, the successful rate of basic writing skills course completion is even higher: about **20.5%**. Visits to the WCenter continue to increase, by 24% (33% in number of students) compared to the average of the first two years for Fall. Spring semester increases are comparable (but may be in need of categorical review)

Use Statistics:

Semester	Number of Visits	Number of Students
Fall 2006	2,765	986
Fall 2007	3,314	1,297
Fall 2008	3,481	1,320
% Difference 06-08	24.1%	33.9%

Semester	Number of Visits	Number of Students
Spring 2007	2,879	990
Spring 2008	2,377	964
Spring 2009	3,070	1,180
% Difference 07-09	6.6%	19.2%

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 2007		Spring 2008		Fall 2008		Spring 2009	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
One	753	85.7%	512	83.0%	674	84.4%	626	84.2%
Two	261	90.4%	170	79.4%	272	88.6%	223	86.1%
Three to Four	267	93.6%	170	92.4%	257	92.6%	225	92.0%
Five to Nine	141	95.7%	91	96.7%	168	92.3%	147	96.6%
10 or more	17	100.0%	21	100.0%	19	100.0%	20	95.0%
All Users	1,439	89.2%	964	85.7%	1,390	87.9%	1,241	87.6%
Non-Users	11,114	69.4%	8,141	70.5%	10,099	70.0%	10,447	71.7%
Difference		19.8%		15.2%		17.9%		15.8%

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 in BASIC SKILLS WRITING CLASSES ONLY (ENG 65, 80, 100)

Visits	Fall 2007		Spring 2008		Fall 2008		Spring 2009	
	Count	Rate	Count	Rate	Count	Rate	Count	Rate
One	161	73.3%	135	73.3%	187	77.0%	176	73.9%
Two	78	85.9%	68	63.2%	84	81.0%	68	76.5%
Three to Four	112	94.6%	74	95.9%	153	93.5%	75	86.7%
Five to Nine	70	98.6%	43	95.3%	99	99.0%	91	95.6%
10 or more	6	100.0%	10	100.0%	10	100.0%	8	100.0%
All Users	427	85.7%	330	80.0%	533	86.9%	418	81.8%
Non-Users	824	66.4%	768	59.9%	1,033	64.8%	814	63.1%
Difference		19.3%		20.1%		22.1%		18.7%

Other WCenter Developments for Year Three:

- Refinement of SARS for students to make appointments and to compile data for reports
- Modification of Brown Bag professional development
- Composition of new handouts based on expressed student need at all stages of the writing process
- Refinement of the Tutor Observation Form, which checklists the various stages of sequenced effective strategies and is applied to each tutor at least once per semester in consultation with the Director, one of the LTAs, or the Manager.

Online Developments:

- PSS Website (<http://www.sbcc.edu/PSS>) developed to include Power Point presentations on PSS at statewide Student Success Conference as well as presentation materials from the BSI Workshops from Spring 2009.
- Additional DLAs posted on the DLA website in Math, English, and English Skills

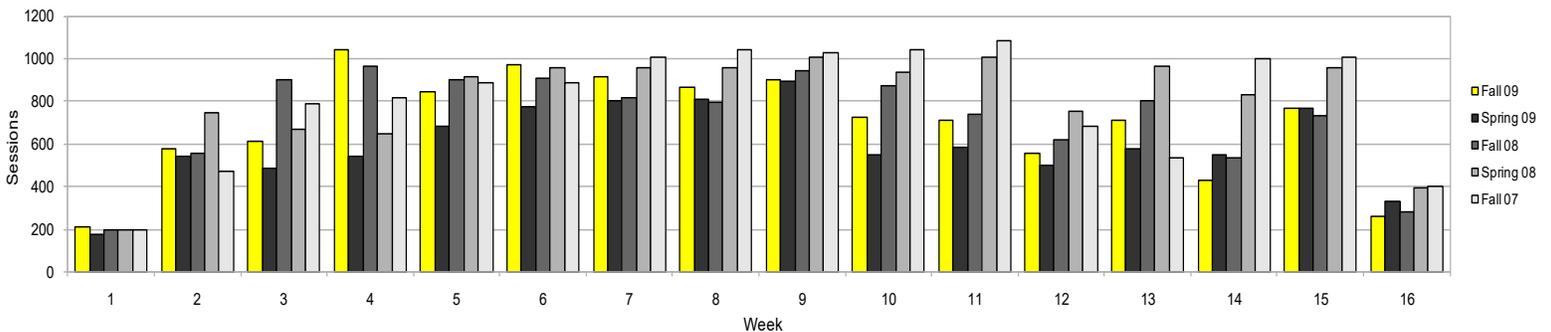
THE MATH LAB

Successful course completion rates for students who used Math Lab services compared to those who did not do so.

Visits	<u>Fall 2007</u>		<u>Spring 2008</u>		<u>Fall 2008</u>		<u>Spring 2009</u>	
	Success Rate	Success Count	Success Rate	Success Count	Success Rate	Success Count	Success Rate	Success Count
One	48.00%	175	53.99%	213	53.13%	367	60.06%	323
Two	59.83%	117	60.87%	115	57.97%	207	65.53%	206
Three to Four	57.26%	124	76.58%	158	62.17%	304	61.02%	236
Five to Nine	55.64%	133	55.00%	140	57.48%	301	68.48%	276
Ten to 19	61.84%	76	63.46%	52	70.41%	267	72.00%	200
20 or more	75.00%	24	82.35%	17	81.45%	124	82.18%	101
All Users	56.09%	649	61.87%	695	61.53%	1570	66.24%	1342
Non-Users	53.30%	2,131	51.20%	2,110	52.57%	2,690	53.89%	2,598
Difference	2.79%		10.67%		8.96%		12.36%	

Again, we are seeing that students who use the Math Lab have higher pass rates than students who do not use the lab. The students who use the lab regularly (more than 20 visits) have success rates around 80%! Also, the number of students who used the lab during the 2008-2009 year doubled from the previous year. We should note that Spring 2009 was the first semester with the reduced budget and nearly twice as many users were in the lab. The following graph shows the number of visits for Fall 2007, Spring 2008, Fall 2008, Spring 2009, and Fall 2009. Beginning Spring 2009, the lab has been open only 43 hours each full week, compared to 54 hours per full week prior to that. Notice that the attendance for Fall 2009 was still very high (if not higher) in comparison to previous semesters when the lab was open more hours. There appears to be a slight drop off of students that occurs around the drop deadline, but attendance is still quite heavy. The director has indicated that there were many days when there were no seats available for students. This could lead students to view the lab as unavailable to them and prevent them from going back. Unfortunately, the space issue cannot be remedied.

SIRS Session Counts



Note: Columns begin with Fall 09 and read in descending order, from left to right.

However, when the lab is open longer hours, the number of students in the lab at any given time would be spread out over the hours. It also helps to have at least three tutors working the two non-computer labs during those busy times. The lab coordinator has also worked on moving students that appear to be just doing homework to the classroom computer lab, if it is open. This frees up space for the students actually seeking tutoring. The lab director is continually working on ways to make the lab more efficient and helpful to

students, though increased staffing is still most desirable. The Saturday hours continue to be well-attended and the director has suggested adding another instructor-tutor on those days.

DLAs

The DLA project settled into work being done by a core group of 4 faculty. These four faculty had several meetings editing DLAs for posting and creating and dividing up a list of desired topics for DLAs. The list was based on suggestions from tutors and faculty's own experience with difficult topics for Basic Skills students. The faculty plan to have this list completed by the end of Spring 2010, though DLA creation, use, and evolution will likely be an ongoing process in the department. Only a handful of instructors and tutors are using them at the present time and the lab director has encouraged a DLA training/workshop for the newer tutors. This has yet to be prepared and presented, but the hope is to also complete this in Spring 2010 and at the beginning of each semester thereafter. DLAs are also part of the SLO improvement plans for several of the math department courses and are being modified based on previous SLO data. In addition, math DLAs are being incorporated in a collaborative project with culinary arts to address the mathematics needs of culinary students.

ACADEMIC ACHIEVEMENT ZONE

Santa Barbara City College Athletic Division supports 17 intercollegiate sports for men and women. Yearly, approximately 350-425 student athletes enroll full-time in a minimum of 12 academic units, including nine units of mandatory core academic courses. Year three data is representative of male and female student athletes entering their first semester at the institution and classified as academically underprepared on the basis of scoring at or below 100 on the English Placement Test and/or at or below 100 on the Mathematical Placement Test. The data also includes second year students deemed academically at risk based on the criteria of completing two semesters and 24 academic units and enrollment in Mathematics 107 or English 100 or below, and having a cumulative CPA of 2.3 or lower.

Year three data evaluation includes 320 ($n = 320$) student athletes involved with the tutoring program and those participating in the AAZ for Fall 2008 and Spring 2009.

The quantitative data were augmented by a survey examining the students' perceptions of the academic support program. The survey instrument was developed to examine the participants' perceptions of the tutoring program.

YEAR THREE DATA

Year three data included 195 men (60.9%) and 125 women (39.1%). The age range of student-athletes was 18-21 with a mean of 18.44 ($SD = 0.64$). Table 1 presents frequencies and percentages for the categorical variable of gender.

Table 1

Frequencies and Percentages for Categorical Variable Gender for Total Sample

	<i>f</i>	<i>P</i>
Male	195	60.9
Female	125	39.1

Note: Gender ($n=320$)

The race/ethnicity breakdown included 180 white Americans (56.3%), 37 African Americans (11.6%), 74 Latino/Hispanic Americans (23.1%), 20 Foreign students (6.3%), and 9 Pacific Islanders/Asians (2.8%). Table 2 presents frequencies and percentages for the categorical variable of Race.

Table 2

Frequencies and Percentages of Race for Total Sample

	<i>f</i>	<i>P</i>
African American	37	11.6
Foreign	20	6.3
Latino/Hispanic American	74	23.1
Pacific Islander/Asian	9	2.8
White American	180	56.3

Note: Race ($n = 320$)

Table 3 presents frequencies and percentages for successful, unsuccessful, and withdrawn students in Basic Skill Courses. Successful completion of a course is designated by a grade of C or above.

Table 3

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

Fall 2008

	AAZ Users		AAZ Non-Users		Difference
	Count	Percent	Count	Percent	
Successful	209	73.1%	136	65.7%	7.4%
Unsuccessful	57	19.9%	51	24.7%	-4.8%
Withdrawn	20	7.0%	20	9.7%	-2.0%
Total	286		207		
Term GPA	2.62		2.43		0.14

Spring 2009

	AAZ Users		AAZ Non-Users		Difference
	Count	Percent	Count	Percent	
Successful	198	79.2%	202	63.0%	16.2%
Unsuccessful	31	12.4%	86	27.0%	-14.6%
Withdrawn	21	8.4%	33	10.2%	-1.8%
Total	250		321		
Term GPA	2.74		2.14		0.6

Table 4 presents frequencies and percentages of the answers (i.e., Disagree, Undecided, and Agree) given for each of the 15 survey questions for the 125 students who received tutoring assistance in the AAZ. For all positively keyed items (i.e., items that indicated self-efficacy or showed a positive attitude toward the AAZ), the majority of students agreed with the statement, which was extraordinarily high, indicating an overwhelmingly positive attitude toward the AAZ.

Table 4***Frequencies and Percentages for AZZ Survey Items (N=125)***

	Disagree	Undecided	Agree
Before entering SBCC, I felt prepared to do college level work	6 (4.8%)	6 (4.8%)	113 (90.4%)
I like the study and tutoring environment in the Achievement Zone	2 (1.6%)	4 (3.2%)	119 (95.2%)
I like being held accountable for my academic success	2 (1.6%)	3 (2.4%)	120 (96.0%)
I have trouble getting myself to do school assignments	19 (15.2%)	31 (24.8%)	75 (60.0%)
I am embarrassed to ask for help from the tutors	108(86.4%)	7 (5.6%)	10 (8.0%)
I believe that when I am prepared academically, I am a better athlete	8 (6.4%)	15 (12.0%)	102 (81.6%)
I have set goals for my academic success	5 (4.0%)	5 (4.0%)	115 (92.0%)
I have set goals for my athletic success	0 (0.0%)	13 (10.4%)	112 (89.6%)
As a result of attending the Achievement Zone, I am better prepared for class	8 (6.5%)	15 (12.1%)	101 (81.5%)
As a result of attending the Achievement Zone, I am better able to concentrate	3 (2.4%)	14 (11.2%)	108 (86.4%)
As a result of attending the Achievement Zone, I study more	4 (3.2%)	12 (9.6%)	109 (87.2%)
As a result of attending the Achievement Zone, I complete my assignments	4 (3.2%)	16 (12.8%)	105 (84.0%)
As a result of attending the Achievement Zone, I have better time management	8 (6.4%)	27 (21.6%)	90 (72.0%)
As a result of attending the Achievement Zone, I am better prepared for the next math level	14 (11.2%)	50 (40.0%)	61 (48.8%)
As a result of attending the Achievement Zone, I am better prepared for the next level of English	8 (6.4%)	24 (19.2%)	93 (74.4%)

Table 5 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 5

Successful Course Completion Rates by Number of Visits to AAZ

Fall 2008

Number of Visits	Successful		Unsuccessful		Withdrawn		Total
	Count	Percent	Count	Percent	Count	Percent	
One	35	74.5%	9	19.4%	3	6.3%	47
Two	38	73.0%	13	25.0%	1	1.9%	52
3-5	116	87.2%	16	12.0%	1	0.7%	133
6-10	74	70.0%	31	29.0%	2	1.8%	107
11-15	63	82.0%	11	14.2%	3	3.9%	77
16 or more	36	92.3%	3	7.7%	0	0.0%	39
Total	362	81.1%	83	18.6%	10	2.2%	446

Spring 2009

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	21	66.0%	8	25.0%	3	9.4%	32
3-5	98	80.0%	19	15.4%	6	4.9%	123
6-10	42	86.0%	3	6.1%	4	8.2%	49
11-15	26	68.4%	7	18.4%	5	13.2%	38
16 or more	33	94.2%	2	5.7%	0	0.0%	35
Total	235	80.0%	41	13.8%	19	6.4%	295

Although the student athletes were required to attend the AAZ a minimum of 3 hours weekly, they were not required to use the tutoring resources available. The choice of self-efficacy as a framework for examining the effects of the tutoring program was selected as especially appropriate for the target population of student athletes. The results suggest that those student athletes who are using the AAZ are staying in class and at least trying to succeed instead of withdrawing, whereas the non AAZ student athletes are withdrawing more and giving up.

Individuals who are confident in their capacity to realize their intended aims set high goals for themselves and persevere in achieving them. One of the assumptions was that an intervention designed to enhance self-efficacy would enable student athletes 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.

In summary, the Academic Achievement Zone program components have shown to be congruent with research on effective tutoring programs. In this nontraditional environment, effective tutor and mentor training can assist the tutors and mentors with strategies and qualities that continue to support student achievement progressively increasing the GPA and course completion rates of underprepared student athletes.

ESL DEPARTMENT

During the 2009-2010 academic year, the ESL Department has been continuing work on several projects which have been supported and funded by the Partnership for Student Success. These include three main themes: 1) integration of skills, 2) connecting with Career Technical Programs, and 3) focusing on extensive reading through Literature Circles. In addition, we have formulated an additional project idea: video

Integrated Courses

Between 2007-2009, the ESL Department developed six new integrated skills courses. These include a Foundations 1 and Foundations 2 course focused on Listening, Speaking, and Grammar and another Foundations 1 and 2 course focused on Reading, Writing, and Grammar. At Level 4, we now offer integrated Writing and Grammar, and at Level 5 integrated Writing and Reading. These courses are designed to provide students with an alternative to the existing program of study in which students concentrate on a single skill in each class. In addition, the Level 4 and 5 courses allow students to accelerate their study. At 6 units instead of 8, students can complete two requirements in a single course. The Level 5 course is particularly focused on the needs of degree-seeking and transfer students. The integrated courses not only give students an alternative format for studying but also more choices in class times.

In Fall, 2009, six sections of integrated courses were taught, and in Spring, 2010, five sections have been offered. In the past three years that ESL has been offering these courses, the Listening, Speaking and Grammar combination has been particularly successful, especially in the evening program. Students like the opportunity to practice speaking skills while using new grammatical structures.

Student success in these courses has been mixed. Some courses show greater success than their traditional counterparts; some equal success and some lower success. Given the limited sample size and short length of time that the courses have been offered, we determined that it would be wise to make further decisions about integrated course development and scheduling after additional data is available. For the time being, we will continue to offer all of our integrated courses, but we do not have immediate plans to develop Level 3 integrated courses unless and until the data indicate that would be warranted. In assessing all of these courses, we are particularly interested in the long-term success of students who have completed integrated coursework. With the support of the Office of Institutional Research, we plan to look at success in the subsequent course after completing the integrated course to see if there are longer-term benefits of enrolling in integrated courses.

ESL and CTE

The ESL Department had set a second goal of building greater connections with Career Technical Education. One major project that we completed was the creation of a "Career Pathways" brochure, a series of visual representations of featured CTE programs which include salary information, job demand projections, and details about program requirements. There are eight featured SBCC CTE programs: Accounting, Auto Mechanics, Computer Network Engineering, Cosmetology, ECE, Culinary, Environmental Horticulture/Landscape and Nursing. These brochures have been distributed at ESL orientations as well as in our ESL Department office and via the PASS program and ESL counseling. In addition, a number of instructors are using the documents for instructional lessons and/or classroom projects to help students begin thinking about how their ESL studies relate to their educational and career goals.

The second major ESL/CTE project we undertook was the development of an ESL for Nursing course. We completed course development of ESL 160/VN 160, "Reading and Study Skills for Nursing," in Spring of 2009. Since then, we have met with VN and Math to develop the schedule for offering the required math course as well as ESL 160 on a coordinated schedule that will mesh with VN course requirements. The VN

program has requested that Spring, 2011 be the first semester that these courses be offered: two sections to meet the needs for incoming VN students.

Literature Circles

In response to the observation that many students progressing through ESL courses have limited extensive reading experience, the department created the Literature Circles project. 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.

Since Fall, 2008, more than 12 teachers—both full-time and adjunct--have participated in the Literature Circles project involving over 20 sections of ESL Reading. With 39 sets of titles available to students, they are able to choose based on level and interest. In Fall, 2008, a series of teacher and student surveys were conducted to solicit both quantitative and qualitative data about experiences and evaluation of Literature Circles. Teachers completed both a pre- and post-survey, and students gave feedback at the end of the project time.

Overwhelmingly, both teachers and students had positive evaluations of the project, many noting an increase in enjoyment of reading, more interaction between students, and—most important—actual involvement in the reading process. For many students, Literature Circles mark the first full-length book that they have read! Another side benefit is that more ESL students are using the library because that is where the texts are housed. Thus, Literature Circles also serve as an introduction to the institutions that support the academic community. Now in its second year, literature circles projects continue to be a popular and successful instructional choice for ESL reading instructors.

Conclusion

Through the three major projects that ESL has worked on over the past two years, Integrated Courses, ESL/CTE connections, and Literature Circles, the faculty have been actively involved in providing students alternatives that support them in reaching their academic goals. Also important is the level of collaboration among ESL faculty as well as between ESL faculty and those in other disciplines. In future years, we would like to maintain and expand these connections, as well as to document the impact of our integrated courses on students' long-term success.

Now that we have completed the first three components of our plan, we plan to develop one more student success program: short video lectures focused on student success topics that second language learners need in order to be successful in our program and at college. These videos will become a part of a series of plus hour activities integrated into our reading courses. We will develop assessment tools for them so that all students in our program will have access to and an opportunity to check their understanding of such critical elements as add/drop, withdrawal, GPA, academic probation, academic disqualification and other requirements for maintaining positive standing at the college.

The videos will be developed in conjunction with ESL counselors and will provide a supplement and reinforcement to the topics already in the orientation: topics many students may not initially understand or may soon forget. The videos will address the needs of ESL students who often don't understand the requirements of an academic program at an American college and find themselves on probation without fully understanding why. As with all of the other projects we have undertaken, the ultimate goal of the video lectures is to support students in better understanding what they can do to succeed and supporting them in making that success possible.

CAREER TECHNICAL/BASIC SKILLS EDUCATIONAL INSTITUTE

BACKGROUND:

Dr. Dixie Budke attended a basic skills conference designed specifically for career technical educators (CTE) in October 2008. Dixie described her experience as an eye-opening, let's get-down-to-work, wake up call! This conference was offered by the State Academic Senate with the intent to provide CTE faculty with a better understanding of who basic skills students are and the challenges they face to continue their education. 80% of community college students are several levels below college readiness thresholds. Further, only 10% of the students who are three levels below this threshold continue to college level. They simply give up due to the very long and arduous path to "make it." This conundrum has been termed "America's perfect storm." With a combination of the increase in students without basic skills, the highest immigration rate in the last 100 years, and the need for skilled workers in key vocational areas, this poses a tremendous responsibility for community colleges whose charge is stated as follows:

"It is the intent of the Legislature that each resident of California who has the capacity to benefit from higher education should have the opportunity to enroll in an institution of higher education. Once enrolled, each individual should have the opportunity to continue as long and as far as his or her capacity and motivation, as indicated by academic performance and commitment to educational achievement, will lead him or her to meet academic standards and institutional requirements."

It is clearly time to get going!

While community colleges have two very distinctive offerings, both transfer of students to a four year university *and* preparation for the workplace, the focus for this proposal is on students who desire work-readiness within the two year window offered by SBCC.

According to presenters Janet Fulks and Marcy Alancraig, "Acquiring basic skills provides entry or promotion in occupations that will also provide financial security. On a larger scale, these skills create an educated citizenry, so crucial in our fast-changing world. Finally, mastering basic skills have also been shown to create a pathway to success for the children of these students"

The Board of Governors of the California Community Colleges states, "Leading basic skills and ESL students to succeed in college is critical to the achievement of educational equity and to the state's long-term social and economic health" (*Report on the system's Current Programs in English as a Second Language (ESL) and Basic Skills*, January 2008).

It is imperative for Santa Barbara City College to heed the call to link our career technical educators with our basic skills educators, specifically in the areas of English skills, math, ESL, technical / computer literacy, and life skills to accomplish the goals of the California Community College system.

To this end Dr. Kelly Lake and Dr. Dixie Budke created the *Career Technical / Basic Skills Educational Institute* in 2009 to begin an interdisciplinary conversation with the intended outcome of identifying and enhancing the basic skills of career technical students. With the guidance of English Skills, Library, and Math Department faculty and staff, Institute members designed student assessment systems, taught specific basic skills methodologies to career technical faculty, and developed systems and procedures to evaluate student success. The institute was designed to change the mind-set of CTE faculty and enhance both student success and retention. Yes, teaching basic skills for CTE students IS "our job."

PHASE ONE AND TWO: ACTIVITIES FOR 2009

1. Dixie and Kelly invited eight (8) faculty members to participate in the Career Technical / Basic Skills Educational Institute.
 - a. Elizabeth Bowman, Library
 - i. Information Technology in Career Tech Departments
 1. *Achieved*
 - a. Library tours and instruction for students of culinary arts and a library block on Moodle for Hotel Management students
 - b. Esther Frankel, CIS
 - i. Directed Learning Activities (DLA) with Anita Cruise, English Skills.
 1. Course intended for participation was cancelled due to low enrollment.
 - c. Paula Congleton
 - i. Academic Achievement Zone activities to enhance basic skills for student athletes for transfer to four year college or career readiness.
 1. The Academic Achievement Zone was not funded for this grant time period
 - d. Donna Terpening, Vocational Nursing
 - i. Applied math with Pam Guenther, Math Department
 1. Course intended for participation was cancelled due to low enrollment.
 - e. Kelly Lake, Early Childhood Education
 - i. Writing assessment with Anita Cruse
 1. *Part One of Project – Completed.* With the use of a writing prompt, the writing skills of ECE students were assessed. Students were given a list of campus and department resources to access. For those students who assessed at the below standard level, a face-to-face conversation was requested so the student and instructor could discuss the issues related to his/her writing skills, identify resources, and agree to discuss this topic throughout the semester. Final results will be included in a report due September 2010. In addition, and with great surprise, many great insights were revealed to the instructor about the reasons and desire enrolled students in this course have chosen the field of Early Childhood Education. It is clear that inspirational moments for educators keep us impassioned!
 - f. Dixie Budke, School of Culinary Arts and Hotel Management
 - i. Information Technology with Elizabeth Bowman
 1. First semester culinary students
 - a. *Achieved*
 - i. Field trip to the library with initial overview of research techniques, then hands-on assignment in the computer lab section with assistance from Elizabeth and Dixie.
 - ii. Writing assessment with Anita Cruse
 1. Postponed until Spring 2010
 - a. First semester culinary students
 - iii. Applied math with Pam Guenther
 1. Second semester culinary students
 - a. *Achieved.* Design and implementation strategy completed for fall 2009; evaluation and improvement plan for 2010 now in place. Data collection started in spring 2009 to compare with spring and Fall 2010 results. *Student Learning Outcomes* will be modified and course improvement plan submitted to reflect outcomes.

