

Executive Summary

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Overview

Santa Barbara City College has made a concerted effort to increase the success rates of its students. A core component of the college's student success initiative has been to design, field-test and evaluate intervention programs targeted to increase the success rates of all of its students on each of the Partnership for Excellence (PFE) and Student Equity Plan outcome measures. The intervention programs that the college has experienced the most success with in increasing the rates of students on each of the PFE and Student Equity Plan outcome measures include:

- **Running Start**
- **Gateway to Success**
- **Transfer Achievement Program**
- **EOPS**
- **DSPS**
- **The College Achievement Program**
- **Student Success Course**
- **Multi-Cultural English Transfer Program (MET)**
- **The college's Student Learning Outcomes Initiative**
- **ESL Peer Advisor Student Success Program (PASS)**
- **Student Athlete Assistance Program**
- **The Transfer Academy**
- **The Faculty Teaching and Learning Seminar**
- **Faculty Advising Program**
- **Re-entering Adult Student Program**
- **Alcohol and Drug Counseling and Advising Program**
- **Experimentation with different approaches for using tutors**
- **Surf-to Turf Summer Program**
- **Applications of technology to provide immediate feedback to students from their instructors, college support services personnel, and tutors.**

Several of these student success initiatives that target underrepresented and/or at-risk students have received state and/or national recognition as outstanding programs. These programs include: Running Start; Gateway to Success; the College Achievement Program; the Multi-Culture English Transfer; the Transfer Achievement Program; DSPS; and Alcohol and Drug Counseling. While the evaluation data for each of these programs show that students perform better on the outcome measures the programs are designed to affect in the semester(s) in which they participate, the data do not show that many of these same students will complete their certificate, degree and/or transfer objectives. As evidenced in the data presented in the Campus-Based Research section of this plan, a high percentage of the college's students in general, and even greater percentage of those in the underrepresented populations in particular, are not completing their educational objectives.

A cross-section of faculty, Educational Programs support staff, administrators, and the associate vice president responsible for institutional research participated in the Student Equity Plan Work Group (SEPWG). The Executive Vice President, Educational Programs, chaired this work group. The SEPWG devoted a considerable amount of time to: (1) analyzing the data on the success rates for each of the targeted population groups on each of the Student Equity Plan outcome measures; (2) examined detailed reports on the success students in each of the targeted groups were having in the courses in which they enrolled; (3) reviewed the data on the success each of these initiatives were having on the program participants in general and on the performance of those in the underrepresented populations; (4) learned about successful student success programs in place at other community colleges; (5) identified the unique and common components of the student success programs in place at the college and elsewhere that were having the greatest positive impact on student learning and achievement; and, based on these extensive analyses; (6) proposed a framework for developing a comprehensive program that would have a high likelihood of increasing significantly the success rates of students on each of the Student Equity Plan outcome measures.

Based on its extensive research and analysis, the SEPWG proposed a model for a comprehensive student success program that incorporated components of existing interventions that have proven to be effective. The proposed model, which has been given the tentative titled of the “College Success Program”, was designed to increase the percentage of students that complete their certificate, degree and/or transfer objectives. The decision to target this segment of the college’s students was based on the following factors: (1) the vast majority of students with a goal of degree, certificate and/or transfer enter the college in need of remediation in reading, writing and/or mathematics; (2) in fall, 2004, over 4,000 students with a goal of degree, certificate and/or transfer needed remediation while attending the college; and (3) with the exception of Asian/Americans, a higher percentage of students in each of the underrepresented populations with one of these educational goals did not possess college-level skills in reading, writing and/or math. Members of the ESL department asked that College Success Plan include students enrolled in the two highest levels of the ESL curriculum (ESL Levels 4 and 5). The components of the proposed College Success Program included focused academic and non-academic support services that are fully integrated into a structured curriculum.

The proposed framework for the College Success Program was discussed with a number of faculty and staff, the Academic Senate, members of the Deans Council (comprised of deans responsible for instructional and student support programs), and the Board of Trustees. These discussions resulted in making several changes in the proposed framework for the College Success Program. Based on the high degree of support for the framework and approach recommended by the SEPWG to increase student performance on each of the Student Equity Plan outcome measures, the decision was made to form an Educational Programs work group to design, develop and implement the College Success Program. The decision was also made that the Academic Senate would appoint the faculty to serve on this work group.

This plan describes the process and timelines for designing, developing and implementing this major new initiative for achieving the goals of the college’s Student Equity Plan. These strategies will build upon, incorporate and/or complement the rich and diverse programs in place

at the college to increase student achievement of each of the Student Equity Plan outcome measures.

Target Groups

The college's Student Equity Plan is designed to increase the course, certificate, degree and transfer rates for all students pursuing these educational objectives in general and for students in each of the following population groups in particular: American Indian/Alaska Native; African American; Hispanic; other non-white students; students in the EOPS program; and students with a disability receiving services from the college's DSPS program. With the exception of their college participation rates, students in each of the ethnic/racial population groups had significantly lower success rates than the white, non-Hispanic students on each of the outcome measures that are incorporated in the college's Student Equity Plan. Similarly, the success rates on each of these outcome measures are lower for EOPS than non-EOPS students and for DSPS than non-DSPS students. Since the vast majority of students who enter the college with a matriculated goal need remediation in reading, writing and/or math, the proposed framework for developing the College Success Program calls for targeting these students.

Goals

Goal 1. Continue to meet the goal of enrolling students from each of the underrepresented population groups so that they are equal to or greater than the percentage of the adult population for the group in the college's service area.

Goal 2. There will be a minimum of a 1% increase per year in credit course completion rates of all students and a minimum of a 2% increase for students in each of the targeted population groups.

Goal 3. There will be an increase of at least 1% per year for all students and 2% for those in each of the targeted populations in the percentage of students that complete a degree-applicable course after having completed the final ESL or basic skills course.

Goal 4. The percentage of students with an informed matriculation goal that complete a degree or certificate will increase by a minimum of 1% a year for all students and by at least 2% per year for students in each of the underrepresented population groups.

Goal 5. There will be a minimum of a 2% increase per year for all students and 3% per year for those in each underrepresented population group that complete a minimum of 12 units, have attempted a transfer level course in mathematics or English, and transfer after one or more (up to six) years.

These goals will be achieved through the institution's ongoing and extensive student success initiatives and the implementation of the proposed College Success Program. The Student Equity Plan calls for the development of the College Success Program by the end of the Fall 2005 semester so that it can be fully implemented by the start of the 2006-2007 academic year.

Budget

The college will continue to commit a substantial amount of resources to support its student outreach and success programs and initiatives. In addition, the college has received external donations to support the development and initial implementation of its student success initiatives. A portion of these donations has been committed to supporting the development and implementation of the College Success Program. The mechanism for securing additional funding to support programs and services that have proven to be effective in achieving the goals in the college's Student Equity Plan is built into the institution's well established budget and planning processes.

Sources of Funding

In addition to the substantial amount of resources that continue to be committed to support the institution's student outreach and success initiatives, funds from recent donations received by its Foundation will be used to support the development and initial implementation of the proposed College Success Program. These funds should be ample to support the development of materials and activities required to implement the proposed College Success Program by the start of the 2006-2007 Academic Year. The proposal for the College Success Program, along with the recruitment outreach components of the institution's Student Equity Plan, will be incorporated into the College Plan 2005-2008. The College Plan is the primary document the institution uses in developing its annual budgets.

The additional resources required for implementing the expanded outreach recruitment activities in the college's Student Equity Plan have been submitted to the College Planning Council for consideration for the institution's 2005-2006 budget.

Evaluation Schedule and Process

The Office of Institutional Assessment, Research and Planning staff will work closely with the College Success Program faculty and staff to design the formative and summative evaluations for assessing the extent to which the goals and objectives of this program are being achieved. The goals of the college's Student Equity Plan will be included both in the College Plan 2005-2008 and in the Annual Measures of Institutional Effectiveness.

The college has a well-designed process for systematically monitoring the degree to which each of the goals and objectives in its College Plan is being achieved. The College Planning Council reviews the end-of-year data on the extent to which goals and objectives in the College Plan (these will include those in the college's Student Equity Plan) are being achieved. The Executive Vice President of Educational Programs is responsible for working with the appropriate faculty, administrators and staff to insure that the goals in the College Plan pertaining to student participation rates and success are being achieved and, where needed, identifying changes that need to be made to achieve the desired outcomes.

Fall 2005: Plans for the formative and summative evaluations to be used to assess the achievement of each of the goals in the college's Student Equity Plan will be completed and incorporated into its three main components: (1) recruitment outreach; (2) ongoing student success programs and services; and (3) the proposed College Success Program.

2005-2006 Academic Year: The formative and summative evaluation data used to assess the degree to which the goals and objectives and activities in the institution's Student Equity Plan will be collected, analyzed and used in making decisions regarding needed improvements as well as appropriate resource allocations.

January 2006: The College Planning Council will complete its mid-year review on the progress being made in achieving each of the goals and objectives in the College Plan 2005-2008, which will include those of its Student Equity Plan.

June 2006: The College Planning Council will complete its annual review on the progress being made in achieving each of the goals and objectives in the College Plan 2005-2008, which will include those of its Student Equity Plan.

2006-08: These processes will be repeated on an annual basis.

Contact:

Dr. Jack Friedlander, Executive Vice President, Educational Programs, is the contact person for the college's Student Equity Plan.

Goals, Activities, Outcomes

GOALS, ACTIVITIES, OUTCOMES

Goal 1. Continue to meet the goal of enrolling students from each of the underrepresented population groups so that they are equal to or greater than the percentage of the adult population for the group in the college's service area.

Focus of the College's Student Equity Plan for Goal 1

The college's Student Equity Plan focuses on new initiatives that will be pursued to continue to achieve Goal 1. It does not include the wide-range of programs and services that are in place to attract students from each of the underrepresented population groups to the college.

Activity 1.1

January-May 2005: Each of the goals of the institution's Student Equity Plan was included in the College Plan for 2002-2005 and each will be part of the College Plan for 2005-2008 that is now being developed. The outcome measures specified in the College Plan are included in the district's Measures of Institutional Effectiveness Report. The progress being made to achieve this goal will continue to be part of the College Planning Council's mid-year and end-of-year comprehensive assessment of the progress being made toward achieving each of the goals and objectives in the College Plan: 2005-2008. The College Planning Council uses the College Plan in its planning and budgeting processes. The Board of Trustees conducts an annual review of the progress being made toward achieving each of the goals in the College Plan, which include those in the Student Equity Plan.

Expected Outcome 1.1.1

Goal 1 will be included in the institution's College Plan for 2005-2008. The monitoring of the progress the college is making toward achieving this goal and its related objectives will continue to be part of the College Planning Council's mid-year and end-of-year reviews of the data in the Institutional Effectiveness Report and in its planning and budgeting processes.

Activity 1.2

2005-2006 Academic Year: The Enrollment Management Team will continue to meet on a monthly basis to monitor enrollments of students in each of the targeted population groups. It will continue examine the enrollment data and its relationship to the district's service area adult population and, where needed, identify strategies to enhance the effectiveness of the institution's extensive outreach programs to ensure that it is reaching as many members of the underrepresented population groups as possible that could benefit from attending the college. The Executive Vice president, Educational Programs, is the chair of this committee and will be responsible for the completion of this activity.

Expected Outcome 1.2.1

The college will meet or exceed its goal of enrolling students from each of the underrepresented population groups so that their numbers equal or exceed their respective percentages in the college's adult population service area.

Activity 1.3

2005-2006 Academic Year: The college will expand its outreach efforts and programs to target out-of-school non-high school graduates that could benefit from attending the college. The Enrollment Management Team, which includes representatives from each of the college's outreach programs, will meet on a monthly basis to identify and review strategies for achieving this goal. The Executive Vice President, Educational Programs, responsible for all the college's credit instructional and student support programs, is the chair of the Enrollment Management Team.

Expected Outcome 1.3.1

There will be an increase of at least 2% per year in the number of out-of-school non-high school graduates that enroll at the college.

Activity 1.4

2005-2006 Academic Year: The college will increase its outreach and articulation efforts to increase the number and percentage of students in its non-credit adult high school, GED, ESL, STEP (non-credit Matriculation program), and CalWORKS classes/programs to continue their education in the credit program. The Vice President, Continuing Education and the Executive Vice President, Educational Programs, will be responsible for this activity.

Expected Outcome 1.4.1

The number of students transitioning from the college's non-credit to credit divisions will increase by 2% per year.

Activity 1.5

2005-2006 Academic Year: The Enrollment Management Team will continue to identify the factors that are contributing to lower college participation rates for men than for women. Once the reasons for this local and nation-wide trend are identified, strategies will be developed to attract more males to attend the college so that they more closely reflect the percentage of the district's adult population. The Executive Vice President, Educational Programs, will be responsible for this activity.

Expected Outcome 1.5.1

A concerted effort will be made to identify the factors contributing to the lower college participation rates among males than females. Once these factors are known, initiatives will be

designed and implemented to increase male college participation rates to make them proportional to the percentage of adult men in the college's service area.

Goal 2. There will be a minimum of a 1% increase per year in credit course completion rates of all students and a minimum of a 2% increase for students in each of the targeted population (the method specified in the Student Equity Plan Guidelines for calculating this measure will be used).

The goal is to increase the successful course completion rates for all students and to close the gap on this outcome measure for American Indians/Alaskans, African Americans, Hispanics and non-white students so that they are closer to those of white non-Hispanic students. This goal also includes closing the gap in course completion rates that exists between EOPS and non-EOPS students and between those achieved by DSPS and non-DSPS students.

Activity 2.1

Spring 2005: A work group comprised of a cross-section of faculty appointed by the Academic Senate, administrators and support staff appointed by the Executive Vice President, Educational Programs, will be formed to develop a comprehensive program to increase the course, degree/certificate completion, and transfer rates of students that entered the college in need of remediation in reading, writing and/or math. A very high percentage of the college's first-time and returning underrepresented students with a goal of degree/certificate completion and/or transfer are assessed into a remedial reading, writing and/or math class. This work group (College Success Program) will examine student success strategies that have proven to be effective at the college as well as other colleges and universities. The Dean of Educational Programs that chairs the Student Success Cross-Functional Team will be responsible for this activity.

Expected Outcome 2.1.2

The draft of the College Success Program will be completed by the end of the Spring 2005 semester.

Activity 2.2

Summer/Fall 2005: The work group will design the plans for implementing the proposed College Success Program it developed during the Spring 2005 Semester. This part of the process will be done in close consultation with faculty and staff in departments that are being asked to play a role in the proposed College Success Program. The Executive Vice President of Educational Programs and the co-chairs of the College Success Plan Work Group will be responsible for the completion of this activity.

Expected Outcome 2.2.1

The implementation plan for the College Success Program will be completed by January 2006. This includes the preparation of support materials, processes and other materials needed to implement the program at the start of the 2006-2007 Academic Year.

Activity 2.3

2005-2006 Academic Year: The College Success Program will be implemented during the 2006-2007 Academic Year. The implementation plan will include methods for collecting and assessing formative and summative data on the extent to which the College Success Program is achieving the desired increases in student performance on each of the goals in the institution's Student Equity Plan, including course completion rates. The Executive Vice President, Educational Programs and the co-chairs for the College Success Work Group will be responsible for this activity.

Expected Outcome 2.3.1

The College Success Program will be fully implemented during the 2006-2007 Academic Year.

Activity 2.4

January 2006 and June 2007: Faculty, students and staff participating in the design and/or implementation of the College Success Program will examine the formative and summative data on the success of this program in achieving its desired goals. This cross-functional evaluation team will identify recommend changes to the College Success Program that have the potential to promote increased student attainment of the desired outcomes. The Executive Vice President of Educational Program and the co-coordinators for the College Success Program will be responsible for this activity. The Institutional Research, Assessment and Planning Office will provide the data required for this activity.

Expected Outcome 2.4.1

The evaluation of the College Success Program will be completed. Recommendations to enhance the effectiveness of this program in achieving the goals in the institution's Student Equity Plan will be identified.

Goal 3: There will be an increase of at least 1% per year for all students and 2% for those in each of the targeted populations in the percentage that complete a degree-applicable course after having completed the final ESL or basic skills course.

Activity 3.1

Spring 2005: The College Success Program described in Goal 2 will include targeting students in basic skills ESL Levels 4 and 5 courses (these are the two highest levels of the ESL curriculum) with a goal of or potential interest in completing a degree, certificate and/or transferring. A special effort will be made to encourage students in basic skills and ESL courses to participate in this comprehensive student success program. Faculty members in Essential Skills, Mathematics and ESL will be appointed by their respective department chairs in consultation with the Academic Senate to serve on the College Success Program Work Group. **The activities and expected outcomes for designing and implementing this program were described under Goal 2.** The Executive Vice President of Educational Programs and the faculty co-coordinators for College Success Program will be responsible for this activity.

Expected Outcome 3.1.1

The College Success Program that is being developed will contain the components needed to increase by at least 1% per year for all students and 2% for those in each of the targeted populations the percentage that complete a degree-applicable course after having completed the final ESL or basic skills course.

Goal 4: The percentage of students with an informed matriculation goal that complete a degree or certificate will increase by a minimum of 1% a year for all students and by at least 2% per year for students in each of the underrepresented population groups (the method specified in the Student Equity Plan Guidelines for calculating this measure will be used).

The goal is to increase the percentage of all students with an informed matriculation goal that complete a degree or certificate and to close the gap on this outcome measure for American Indians/Alaskans, African Americans, Hispanics and non-white students so that they are closer to those of white non-Hispanic students. This goal also includes closing the gap on this outcome measure that exists between EOPS and non-EOPS students and between those achieved by DSPS and non-DSPS students.

Activity 4.1

January 2005-June 2006: The College Success Program described in Goal 2 will be designed to increase the certificate, degree and/or transfer rates for all students with an informed matriculation goal and to close the gaps in the achievement of these outcomes that exists between the “majority group” and those in each of the targeted populations. **The activities and expected outcomes for designing and implementing this program have been described under Goal 2.** The Executive Vice President of Educational Program and faculty coordinators for College Success Program will be responsible for this activity.

Expected Outcome 4.1

The percentage of students with an informed matriculation goal that complete a degree or certificate will increase by a minimum of 1% a year for all students and by at least 2% per year for students in each of the underrepresented population groups

Goal 5: There will be a minimum of a 2% increase per year for all students and 3% per year for those in each underrepresented population group that complete a minimum of 12 units, have attempted a transfer level course in mathematics or English, and transfer after one or more (up to six) years (the method specified in the Student Equity Plan Guidelines for calculating this measure will be used).

The goal is to increase for all students the percentage that complete a minimum of 12 units, have attempted a transfer level course in mathematics or English, and transfer after one or more years and to close the gap on this outcome measure for American Indians/Alaskans, African Americans, Hispanics and non-white students so that they are closer to those of white non-Hispanic students. This goal also includes closing the gap on this outcome measure that exists

between EOPS and non-EOPS students and between those achieved by DSPS and non-DSPS students.

Activity 5.1

January 2005-June 2006: The College Success Program described in Goal 2 will be designed to increase the percentage of students that complete a minimum of 12 units, have attempted a transfer level course in mathematics or English, and transfer after one or more (up to six) year. **The activities and expected outcomes for designing and implementing this program have been described under Goal 2.** The Executive Vice President of Educational Program and faculty co-coordinators for College Success Program will be responsible for this activity.

Expected Outcome 5.1

There will be a minimum of a 2% increase per year for all students and 3% per year for those in each underrepresented population group that complete a minimum of 12 units, have attempted a transfer level course in mathematics or English, and transfer after one or more (up to six) years (the method specified in the Student Equity Plan Guidelines for calculating this measure will be used).