

**Santa Barbara City College
Partnership for Student Success
Year One Evaluation 2006-2007
Overall College Performance**

Introduction

In spring 2005, President John Romo asked the Academic Senate to assume responsibility for researching and implementing a Student Success Initiative to increase the academic success of SBCC students. The Senate accepted this responsibility and that summer formed a Task Force to make plans for the Initiative. This divisionally represented Task Force included representatives from all divisions, as well as students, deans, and directors of successful SBCC student support programs. One of the results of this Task Force effort was a call for student success proposals across the campus. The Task Force continued to meet throughout the fall and, in spring 2006, presented the Senate with an integrated plan that addressed the various teaching and learning priorities articulated in the proposals submitted by the SBCC faculty, staff, and administration. These proposals offered a wide range of solutions, from departmental and cross-departmental projects to broad institutional initiatives. All were worthwhile and all demonstrated a clear desire to help our students achieve their goals. The Senate reviewed these proposals and recommended the implementation of seven institutional proposals and a number of departmental proposals. This recommendation became known as SBCC's Partnership for Student Success (PSS).

The College Planning Council and the Board of Trustees approved funding for the Partnership in May 2006. Throughout this time, EVP Jack Friedlander worked with Senate leadership to ensure the implementation of the PSS in fall 2006. At the same time, a PSS Steering Committee was formed to include members from the original Task Force and those responsible for leadership for the institutional initiatives. Working with the EVP, the group developed an evaluation plan to measure the progress of the PSS. The first year evaluation has been completed, and this report summarizes the results of this evaluation from the leaders responsible for the Gateway to Success Program, the Writing Center, the Math Lab, the Online College, and the Athletic Achievement Zone. As the following reports indicate, SBCC students are taking advantage of the expanded support services provided by the PSS, and this support is making a positive difference in their academic success.

In brief, these reports show that the number of Gateway courses has increased substantially, particularly in the English Skills and ESL areas. At the same time, EOPS staff has been successfully encouraging EOPS students to enroll in Gateway classes, resulting in an increase of at-risk Gateway students. Yet even with this increase, basic skills students in Gateway classes are demonstrating strong success rates. Similarly, the Writing Center and Math Lab are reporting large increases in student use, and course completion rates of students making regular use of these services are substantially higher than those of non-users. In addition, increased use of online

instructional aides (OIAs) in online classes is resulting in higher success rates for students in those classes. Finally, the Athletic Achievement Zone has been expanding its hours and support services and encouraging student athletes to make regular use of the assistance available from Gateway tutors, the Writing Center and the Math Lab, increasing the success rates of these students as well.

The PSS also included one time funding to continue the SLO Project and widen faculty participation and to encourage participation of adjunct faculty and entire departments. As of this date, most of the SBCC faculty has participated in the SLO Project and/or training. In addition, the PSS established annual student success grants to encourage faculty to continue the development of proposals to help students achieve academic success. Administered by the Faculty Professional Development Committee, the first of these faculty grants were awarded in spring 2007. Furthermore, a number of department and cross department initiatives were funded through the efforts of the Foundation, the President, and the EVP, Educational Programs. Among these were funding for testing materials to assist students in the Vocational Nursing Program and the ADN Program; the establishment of a MESA Program at SBCC; an interdisciplinary seminar on Writing across the Curriculum (WAC) and the development of a WAC Guide for all SBCC faculty.

Our SBCC community can rightfully be proud of its efforts to improve the academic success of our students. Many of our community college colleagues have been involved in such efforts, but few have undertaken the kind of campus wide initiative that we have at SBCC. Now the State Academic Senate has completed its Basic Skills Initiative aimed at researching best practices for increasing student success, especially among the under-prepared student population, and the state has reallocated funds that were set aside to pay for growth in basic Skills enrollments to support college-based initiatives such as our PSS to increase the success rates of students in need of remediation.

Once again, Santa Barbara City College is at the forefront of this movement. We recognize that we have much to learn as we work to make our strong programs even more effective, but as those responsible for the State Senate Basic Skills Initiative conclude, this is a moral mandate for community colleges, and we all need to be in this for the long term. Changing the culture takes time, but the rewards are great.

Increase the number of Gateway Sections from 50 in Spring 2005 to a minimum of 150 class sections in Spring 2007.

As evidenced by the data in Table 1, the objective has been achieved. The number of Gateway sections has been increased from 60 in Spring 2006 to 150 in Fall 2006 and 200 in Spring 2007. Much of the growth in the number of Gateway sections offered was in the following basic skills areas:

- ESL
- English Skills

- Reading & Writing
- Personal Development 100 (College Success class)

Table 1 – Increased in the number of Gateway Sections

Semester	Number of Gateway Sections
Spring 2006	60
Fall 2006	150
Spring 2007	200
Fall 2006	???

The dramatic increases in the number of Gateway to Success sections that has occurred in the past year can be attributed to the recognition of faculty, counselors, student support staff and students themselves of the value of the additional assistance provided in the Gateway sections. This is particularly true for students needing extra help to improve their core academic competencies, study skills, and/or motivation and self-confidence required to succeed in their courses.

A higher percentage of students with below college-level skills in reading and in writing will be enrolled in Gateway class sections than those in non-Gateway sections of the same courses (no numerical goal was established for this objective).

Table 2 and 3 show that there was a significantly greater percentage of students in Gateway versus that placed below college level in reading (75.5% vs. 69.7% and writing (73.3% vs. 61.2%).

Table 2

Reading Level	Gateway		Comparison Group	
	Count	Percent	Count	Percent
Below College	607	75.5%	1029	69.7%
College Level	197	24.5%	447	30.3%
Total	804		1,476	

Table 3

Writing Level	Gateway		Comparison Group	
	Count	Percent	Count	Percent
Below College	589	73.3%	904	61.2%
College Level	215	26.7%	572	38.8%
Total	804		1,476	

The disproportionately higher percentage of students with pre-college skills levels in reading and writing in Gateway compared to non-Gateway sections of the same courses is a result of the concerted efforts by faculty, EOPS/CARE staff, counselors, Athletic advisors and staff to urge students in need of remediation to enroll in Gateway classes.

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

This objective has been achieved.

The successful course completion rates of students enrolled in Gateway classes in need of remediation with their writing competencies were substantially higher than those that enrolled in non-Gateway sections of the same courses (91.8% vs. 84.1%). This information presented in Table 4 shows that: (1) Successful course completion rates of students in Gateway sections that took the college's assessment test in writing were significantly higher than those enrolled in non-Gateway sections of the same courses for those that placed below college level writing (91.8% vs. 84.1%) and for those that placed in college level writing (96.2% vs. 90.3%); (2) The successful course completion rates were dramatically higher for students with placement levels in writing than those that entered the same courses without a placement level regardless of whether they were enrolled in Gateway or non-Gateway classes. (Similar findings were observed for students that did not have placement scores in reading or in math) and; (3) The successful course completion rates of students that entered Gateway sections without a placement level in writing were higher than those in non-Gateway sections of the same courses (59.9% vs. 55.4%).

Successful course completion rates in Gateway classes will be 3% higher I 2006-07 compared to comparable group of non-Gateway students.

This objective has been achieved.

As shown in Table 5, a higher percentage of students enrolled in Gateway than in non-Gateway sections of the same courses earned a grade of "C" or better (successful course complete rate) in the Fall 2006 (68.5% vs. 65.5%) and in the Spring 2007 (67.6% vs. 63.9%) semesters. It is important to note that the higher successful course completion rates in Gateway sections were achieved even though a greater percentage of students entered those classes with below college level competencies in reading and writing than those in the non-Gateway sections of the same courses.

Table 5

	Fall 2006	Spring 2007
Gateway	68.5%	67.6%
Non-Gateway	65.5%	63.9%
Difference	3.0%	3.7%

This objective has been achieved.

As shown in Table 6, the successful course completion rates of students entering Gateway class sections with below college level skills in reading and/or writing had higher successful course completion rates than those in need of remediation who enrolled in non-Gateway sections of the same courses in Fall 2006 (63.8% vs. 60.5%) and Spring 2007 (65.3% vs. 58.6%) semesters.

Table 6

Successful course completion rates of students that entered Gateway and non-Gateway sections of the same courses with below college level skills in Reading and/or Writing.

	Fall 2006	Spring 2007
Gateway	63.8%	65.3%
Non-Gateway	60.5%	58.6%
Difference	3.3%	6.7%

Additional measures of the effectiveness of the Gateway Program to increase student success.

In 2007-08, data will be provided on the semester-to-semester and year-to-year persistence rates of students that were enrolled in Gateway sections compared to those enrolled in non-Gateway sections. We need to wait until next year in order to allow sufficient time to elapse for the data needed for these analyses to become available.

Comparison of successful course completion rates in Gateway classes by course placement level and by whether or not these students took the college's assessment tests.

The instructive finding in Table A, is that students that were enrolled in Gateway classes that took the assessment test in writing were much more likely to receive a successful grade in their classes than those who were enrolled in the same courses but did not take the college's assessment test. In fact, whether or not they took the writing course placement test was a much more important factor in determining whether or not they did successfully complete their Gateway courses than the level of writing in which they were placed. Similarly, findings were obtained for students that did and did not take the college assessment tests in reading and math.

Plans for enhancing the effectiveness of the Gateway Program to increase student success.

This past year we recognized that too many students were finding ways to circumvent completing one or more of the following core components of the college's matriculation program: (1) orientation, (2) assessment, (3) advisement and (4) course selection. Given the importance of these services, we will implement the revisions of our policies this year that will make it difficult for students (other than those taking classes for personal enrichment) to circumvent the college's matriculation process.

The Gateway to Success Program has made significant strides this past year, developing a prototype that will continue to evolve over subsequent years on what are now solid foundational elements:

- We established the co-directorship in 2006-2007, enabling Gateway to grow and develop as part of the campus-wide, faculty-driven, Partnership for Student Success effort.
- We presented the Gateway program to all Faculty at Fall 2007 in-service.
- We established a clear Gateway presence in Catalogue, Website, Print Schedule, with all Gateway classes visibly designated on web schedule.
- Gateway now has a broad advertising presence across campus in the form of Program banners, presentations at department meetings, classes, and community outreach.
- The 150 Gateway sections in Fall 2006 was increased to 200 in Spring 2007.
- The new Gateway Center for Student Success (ECC-33 Building) opened in late January 2007: over 1,000 students visited the center for tutoring during its first semester in operation.
- We hired a clerical assistant to staff and coordinate the Gateway Center.
- During two forums in Spring 2007, we queried Gateway faculty to share ideas and establish "best practices" which led to the development of the Gateway Faculty Handbook.
- We coordinated the employment and timesheet management systems, enlisting existing services within the LRC.
- While Gateway serves all students at all levels, we have chosen to emphasize basic skills at this formative stage, to achieve the greatest potential for maximum impact at a foundational level; basic Skills includes ESL classes, English Skills classes, and English 100.

- Attended the Foothill/DeAnza Learning Community Conference in Fall 2006, and established connections with other Community Colleges across the state.
- In Fall Semester, we are running our first Gateway Learning Community, "A Field of Green: Are We Eating Our Future?", exploring how food interconnects with water, energy, land use and toxicology and linking classes in English, Environmental Studies, Philosophy, and Psychology.
- In Fall 2007 we are piloting another Learning Community between the Nursing and English departments.
- In Spring 2007, we developed Directed Learning Activities (DLAs), based on the Chaffey College model, with a focus on English Skills classes. We will be piloting these DLAs in Fall 2007.
- Our DLA effort directly supports the campus-wide SLO initiative.

Evaluation of the Writing Center

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

This objective has been achieved. As shown in Table 7, there was an 80.7% increase in the number of students in the Writing Center from Fall 2005-06. Moreover, the number of separate visits made by students to meet with the tutors and staff in the Writing Center increased by 147.3% in Fall 2005 versus Fall 2006. The data on in-class and student usage of the resources in the Writing Center was even more impressive for the Spring 2007 versus Spring 2006 semesters. More specifically there was a 114.7% increase in the number of students who received assistance in the Writing Center and 225.8% increase in the number of separate visits made to the Writing Center.

Table 7

Number of students that used the Writing Center services and the number of times they visited the center in 2005-06 compared to 2006-07.

Semester	Fall 2006	Spring 2007
Fall 2005	1,035	586
Fall 2006	2,560	1,059
% Difference	147.3%	80.7%

Semester	Fall 2006	Spring 2007
Spring 2006	869	510
Spring 2007	2,799	1,095
% Difference	225.8%	114.7%

Users of the Writing Center will have a course completion rate 5% higher than non-users.

This objective has been achieved. As evidenced in Table 8, the course completion rates for student who used the resources in the Writing Center were 18.8% higher in Fall 2006 and 17.5% higher in Spring 2007 compared to students enrolled in the same classes that did not take advantage of the assistance provided in the Writing Center.

At least 70% of students with 5 or more visits in the Writing Center demonstrated improved skills as measured by course completion.

This objective has been achieved. The data in Table 8 shows that students who used the resources in the Writing Center three or more times had higher course completion rates than those who availed themselves of these services on one or two occasions during the term. The successful course completion rates for students that used the services provided in the Writing Center one or more times were substantially higher than the objective of 75% establishes for this objective.

Table 8

Visits	Fall 2006	Spring 2007
One	84.2%	82.7%
Two	87.9%	79.4%
Three to Four	92.2%	92.5%
Five to Nine	85.8%	89.1%
10 or more	92.0%	96.0%
All Users	87.6%	85.8%
Non-Users	68.8%	68.3%
Difference	18.8%	17.5%

Plans for enhancing the effectiveness of the Writing Center to increase student success.

- We hired two excellent LTAs, both with graduate degrees in English and backgrounds in tutorial pedagogy, Nicole Biergiel and Lisa Danhi.
- The LTAs have implemented many new policies and procedures facilitating and recording the flow of students into and out of the Writing Center.
- These policies and procedures required our hiring an office assistant to manage students, time, data, and this has freed up tutors to concentrate on tutoring.
- The LTAs have revised or composed support materials that tutors use with students to clarify challenging facets of the writing process.
- We instituted best practices for tutors that are reinforced daily on the floor by the LTAs and through evening training potlucks. These best practices are visible in nearly every one of the numerous documents composed over the past year.
- Best practices include set strategies that guide tutors and build independence and productive academic skills and habits in students.
- Students fill out a DLA (Directed Learning Activity) before seeing a tutor, which puts responsibility on the student, minimizes “please fix my paper,” and focuses tutorial session on student- and/or teacher-generated guidelines.
- The LTAs developed an interactive addendum to the CLRC Tutor Handbook as first step in new Writing Center tutor training, outlining pedagogical principles, personnel procedures, guidelines for managing time in a 30-minute tutorial session with diverse student populations, and resources available in

- the Writing Center and on campus. The Addendum is reviewed by all new Writing Center tutors with one of the LTAs prior to their first shift.
- LTAs function as mentors for the mandatory tutor training. All new tutors, regardless of their subject areas, navigate a three-hour interactive video-based sequence requiring short answer responses to key questions, which are then reviewed under the guidance of the Writing Center LTA.
 - We have changed and expanded the physical space for the Writing Center with a delineated waiting area (with suggested tasks for students to perform prior to their tutoring session through the DLA), a receptionist, and a larger more private tutoring area.
 - The LTAs designed a prototype outreach workshop, starting with Environmental Studies, offering a two-hour workshop on writing in the sciences. This was a great success, and we gathered as much information as we gave, which was very helpful to us in our mission of supporting the Writing Across the Curriculum project.
 - We met several times with an English department work group to update them on our policies, work out sticking points, and ensure that we are working harmoniously toward the achievement of common goals.
 - We have strengthened our ties with the CLAS tutorial program at UCSB, which has been of mutual benefit.

Evaluation of the Online Courses

Course completion rates in online classes will increase by a minimum of 5% in 2006-07 and 8% in 2007-08 compared to the rates in online courses in 2005-06.

This objective has been achieved. As noted in Table 9, the course completion rates in online classes increased by 2.2% from Fall 2005 to Fall 2006 and by 3.3% from Spring 2006 to Spring 2007. While the successful course completion rates for online classes were higher this year compared to last year, the objective of having them increased by a minimum of 5% was not achieved.

Table 9

Successful course completion rates in Online Classes in 2006-06 and in 2006-07.

Semester	Percentage
Fall 2005	54.3
Fall 2006	56.5
% Difference	+ 2.2

Semester	Percentage
Spring 2006	55.0
Spring 2007	58.3
% Difference	+ 3.3

Plans for enhancing the effectiveness of the Distance Learning courses to increase student success.

Instructors teaching online courses have determined that a major barrier for student success occurs at the beginning of the semester for many online students. Because students are not required to appear at a physical place at a specific time, some find themselves in difficulty before they have even begun to work on content. There are several pitfalls, especially for students enrolled in an online course for the first time:

- They may be dropped by the instructor because they never began the course or checked into the course during the first week of the semester;
- They may spend valuable time the first week addressing technical problems and learning who to navigate in the course when they should be working on assignments;
- They may not begin assignments until the end of the first week and find themselves behind and discouraged.

To address the challenge of engaging students during the first few days of the semester, we piloted a project in Spring 2007 to contact students in selected courses before the beginning of the semester. Online instructional aides (OIAs) emailed and telephoned students two weeks prior to the start of spring semester with information provided by instructors in scripts. Students were given specific instructions on how to set up their computers, how to contact their instructors, where to find information on the Online College web site and how to get additional assistance.

The data demonstrates an increase in student success in online courses, particularly in spring 2007. Perhaps if the pilot project had included all online courses, the target 5% would have been attained. However, faculty and staff are pleased with the gains and have a base to build upon.

In Fall 2007, contact with students before the beginning of the semester will be facilitated because all students are using the portal. For the 2007-2008 academic year, faculty and staff will focus student success efforts on course design and the infusion of new technologies to increase interactivity.

One of the major factors in hiring Douglas Hersh as a Dean of Educational Programs is his expertise and experience in distance learning and in effective uses of technology to increase student success in web-based courses. Douglas Hersh will be the administrator responsible for the Online College and for the Faculty Resource Center (FRC). He will work with the FRC to enhance the effectiveness of the training and ongoing pedagogical support it provides faculty teaching online classes.

Evaluation of the Math Lab

Objective 10.

Successful course completion rates in Mathematics classes will be at least 5% higher for those who take advantage of the Math Lab compared to students in the same classes that do not do so.

This objective has been achieved. As noted in Table 10, the course completion rates for students using the services in the Math Lab were 6.2% higher in Fall 2006 and 10% higher in Spring 2007 than those in the same courses who did not do so. The data in Table 10 also illustrates that: (1) students who used the services provided in the Math Lab on at least one occasion had higher successful course completion rates than those in the same courses that did not do so; and (2) students that took advantage of the tutorial assistance in the Math Lab on a more frequent basis during the semester (10 or more times) had substantially higher successful course completion rates than those that used the Math Lab less frequently.

Table 10

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

Visits	<u>Fall 2006</u>		<u>Spring 2007</u>	
	Rate	Count	Rate	Count
One	56.5%	177	59.5%	173
Two	62.1%	95	64.5%	107
Three to Four	51.8%	114	69.2%	104
Five to Nine	52.7%	131	59.0%	105
Ten to 19	69.7%	109	72.5%	69
20 or more	79.1%	43	61.9%	42
All Users	59.3%	669	63.7%	600
Non-Users	53.1%	2,127	53.7%	1,723
Difference	6.2%		10.0%	

Plans for enhancing the effectiveness of the Math Lab to increase student success.

Prior to Fall 2006, the Math Tutoring Lab was open Monday through Friday. In Fall 2006, we opened the lab for four hours on Saturdays. It was staffed by a faculty member and one tutor in the fall. Due to the popularity of Saturday tutoring, we added an additional faculty tutor in the spring. The faculty members also served as the

Saturday supervisors. We were hoping that a minimum of 20 students per week would take advantage of the services offered in the Math Tutoring Lab on Saturdays.

Saturdays were well attended, with the last Saturday of the fall semester having an attendance of 54 students. The spring semester averaged close to 24 students each Saturday. This also allowed the computer lab to be open for Saturday use as well. As more and more instructors begin using ALEKS and other software and internet applications in their courses, it will be very helpful to students to have lab access on the weekend.

Faculty tutoring was also increased during evening hours when there has traditionally been no supervisor present and “peak hours” when the lab has large numbers of students and not enough tutors to service them all. The department is currently researching methods for evaluating tutoring effectiveness and will develop an evaluation plan to assess the tutoring provided to students in 2007-2008. One part of the plan is to keep track of how many students are using the lab, and to track students that use the Math Lab through their course sequences.

Anecdotally, the lab director had the following comments about the increased faculty tutoring:

“I feel the faculty presence in the math lab accomplishes several things.”

“It is difficult for me to find tutors who can tutor the range of courses we offer. Faculty members can generally do that. Statistics is the exception.”

“Having a faculty member who can tutor Statistics helps to relieve the shortage of tutors for that course. We always have a larger demand for Statistics tutors than we can meet.”

“Faculty tutors have a greater understanding of how to help students learn. They provide good models for the tutors as well as act as good resources for them. Communication between the staff and the faculty is valuable for all concerned.”

“Faculty tutors draw more of their own students to the lab, thus increasing the usage of our service. “

The Math Department will continue to work on ways to improve tutoring in the lab, including incorporating Directed Learning Activities (DLAs) into the tutoring process. Several faculty members have been working on a library of activities by topic and will continue to do so over the coming year. The hope is to create a library of DLAs that instructors (and tutors) can go to when a student is struggling with a particular topic. The DLA puts the responsibility on the student and helps pinpoint precise areas of trouble for the tutors to zero in on.

Evaluation of the ALEKS Program to increase student success in Math 100 classes

Objective 11.

Successful course completion rates for Math 100 students in class sections that use ALEKS tutoring program will be at least 4% higher in the fall semester and 5% higher in the spring semester than those enrolled in non ALEKS sections of this course.

This objective was not achieved. As noted in Table 11, students who were enrolled in the Math 100 classes that use the ALEKS Program had lower successful course completion rates in Fall 2006 (-4.8%) and in Spring 2007 (-7.4%) than students enrolled in the Math 100 sections that did not use the ALEKS Program.

Table 11

Successful course completion rates in ALEKS compared to non-ALEX sections of Math 100.

	Fall 2006		Spring 2007	
	Rate	Count	Rate	Count
ALEKS	31.8%	148	39.8%	108
Non-ALEKS	46.6%	517	47.2%	411
Difference	-14.8%		-7.4%	

There are several factors that contributed to not achieving the desired higher course completion rates in the Math 100 sections that used the ALEKS Program. Interviews with students and faculty revealed that a serious shortcoming of the way in which we were using the ALEKS program was not having a close tie between the class assignments/homework students were required to complete in their Math 100 classes and the ALEKS program tutorials. This resulted in students either not investing the time required to get the benefits from using the ALEKS program and/or withdrawing from their classes because they did not see the value of investing the time in using ALEKS.

Objective 12.

Successful course completion rates for students who use the ALEKS program four or more hours will be at least 5% higher than those who invested fewer hours with this program.

This objective has been achieved. As noted in Tables 12 and 13, there was a strong relationship between the number of hours students used the ALEKS program and their successful course completion rates. More specifically, in Fall 2006 successful course completion rates for students who spent 40 or more hours using ALEKS was 62.3%

compared to 21.7% for those who invested between 4 and 9.9 hour hours using the ALEKS program. In Spring 2007, 73.1% of the students that spent 40 or more hours using the ALEKS Program received a successful grade in their Math 100 class compared to 58.1% of those who devoted between 20 to 39.9 hours using this program.

Table 12

Relationship between the number of hours students used the ALEKS program and successful course complete rates in Math 100 in Fall 2006.

Time Spent	Successful		Unsuccessful		Withdrawal		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
None	0	0.0%	7	23.3%	23	76.7%	30	20.1%
Less than 4 hours	0	0.0%	10	52.6%	9	47.4%	19	12.8%
4 - 9.9 hours	5	21.7%	11	47.8%	7	30.4%	23	15.4%
10 - 19.9 hours	11	44.0%	11	44.0%	3	12.0%	25	16.8%
20 - 39.9 hours	19	57.6%	14	42.4%	0	0.0%	33	22.1%
40+ hours	12	63.2%	7	36.8%	0	0.0%	19	12.8%
Total	47	31.5%	60	40.3%	42	28.2%	149	

Table 13

Relationship between the number of hours students used the ALEKS program and successful course complete rates in Math 100 in Spring 2007.

Time Spent	Successful		Unsuccessful		Withdrawal		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
None	0	0.0%	1	5.3%	18	94.7%	19	17.6%
Less than 4 hours	0	0.0%	1	20.0%	4	80.0%	5	4.6%
4 - 9.9 hours	0	0.0%	7	77.8%	2	22.2%	9	8.3%
10 - 19.9 hours	6	33.3%	11	61.1%	1	5.6%	18	16.7%
20 - 39.9 hours	18	58.1%	12	38.7%	1	3.2%	31	28.7%
40+ hours	19	73.1%	7	26.9%	0	0.0%	26	24.1%
Total	43	39.8%	39	36.1%	26	24.1%	108	

Students that spent 20 or more hours in a semester using ALEKS had higher successful course completion rates in Math 100 than the department average for this course in the Fall 2006 (59.6% vs. 43.6%) and in the Spring 2007 (66.1% vs. 45.7%) semesters.

Plans for enhancing the effectiveness of the ALEKS Program to increase student success.

The fact that so many students withdraw from the ALEKS sections may be due to the students' perception that ALEKS required them to do more work in their classes than

what they would have been required to do if enrolled in a non ALEKS section of Math 100. Several faculty members attended an ALEKS summit in which colleges that have used ALEKS with success shared their methods. Across the board, the key seemed to be to have it fully integrated into the course by taking students to the lab regularly and using it to determine a good portion of the grade. In the past, it was assigned as homework. This summer three faculty members integrated ALEKS into their course and took students to the lab almost daily. The plan is to do the same in the fall, where more instructors will be using ALEKS than in the past.

Another complaint students have had in the past with regard to ALEKS is that there were some topics assigned on ALEKS that were not covered during class. Several faculty members spent a significant amount of time in May and June to tailor the topics specifically to our textbook course and the ALEKS tutorial and then designed a course just for SBCC based on their work. It was piloted this summer and the faculty reported that the topics matched very well.

All three summer faculty members were new to ALEKS and were very excited to have a way to see how much knowledge students entered the course with and to see how much growth they made, even if they did not pass the class. For instance, one instructor commented that a student entered the course only knowing 7% of the material (most students enter with initial assessment scores near 20%) and improved to about 60% of the material. This is a great gain, but still not enough to pass the course. This is the kind of knowledge that has been unavailable to us in the past, in addition to having very detailed reports about how much time students are spending on task.

With a majority of Math 100 instructors using ALEKS in the fall, we are hoping to have more data to compare and to see more promising results.

The department is also working on short refresher courses for Math 4, Math 100 and Math 107. These courses are intended for students who have already completed these courses and need a refresher before taking the subsequent course; students who attempted a higher course unsuccessfully and need review of the prerequisite material; and students who are unhappy with their assessment level. ALEKS will be used in these courses as well and is offered at a 6-week price of close to \$20. The hope is to have these courses ready to go beginning Spring 2007. We plan to offer them twice each regular semester, so that students who begin in one course unsuccessfully would have a place to go to stay on track. This idea came from discussions with San Diego Mesa College which has been using ALEKS for five years.

Evaluation of the Student Athletic Achievement Zone (SAAZ)

Objective 13.

The course completion rates for student that used the Student Athletic Achievement Zone will be at least 5% higher than those targeted to participate in the SAAZ but did not do so.

The data needed to evaluate the success of the Student Athlete Achievement Zone (SAAZ) is not available at this time since the software program used to collect attendance data (ZULU) was not in place until after the start of the Spring 2007 Semester. In Fall 2006, 145 of student athletes that used the services provided in the SAAZ responded to a student satisfaction survey designed to assess their perceptions of the benefits of this program. The responses from 101 of the students that completed this survey are reported in Table 15.

Table 15

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My coach encourages me to participate in the Achievement Zone	58.4%	38.6%	2.0%	1.0%
2. Jason and Charlie were helpful mentors while I attended the Achievement Zone	49.5%	49.5%	1.0%	0.0%
3. Jason and Charlie created an atmosphere for learning	37.6%	60.4%	2.0%	0.0%
4. Jason and Charlie created an atmosphere for accountability	42.4%	56.6%	1.0%	0.0%
5. I received tutor assistance when I needed it	30.7%	51.5%	14.9%	3.0%
6. The video orientation topics helped me in my academic success	15.8%	44.6%	21.8%	17.8%
7. Before entering SBCC, I felt that I was prepared to do college level work	26.7%	55.4%	16.8%	1.0%
8. I feel that the Achievement Zone has helped me	36.6%	57.4%	5.0%	1.0%
9. I feel that the Achievement Zone has helped me to be more successful in one or more of my classes	38.6%	54.5%	5.9%	1.0%
10. I like the controlled Achievement Zone study environment	34.7%	57.4%	7.9%	0.0%
11. I like being held accountable for my academic success	37.6%	57.4%	5.0%	0.0%

The responses to the survey indicate that with one exception the video orientation topics helped me in my academic success, the overwhelming majority of the student athletes felt that the services they received in the SAAZ were helping them to succeed in their classes. The data on the course completion and college persistence rates of the students that used the SAAZ compared to those who did not do so will be available for the 2007-08 academic year.

Plans for enhancing the effectiveness of the Student Athletic Achievement Zone to increase student success.

The following activities have been initiated this past year to establish the SAAZ and to enhance its effectiveness to increase student success.

- Continue to implement a mentoring and tutoring program designed to increase the success of those students in subject areas that correspond to the courses the student athletes are taking.
- A large number of faculty have volunteered to assist with tutoring in Math and English in the SAAZ.
- Gateway tutors will be stationed in the SAAZ.
- Additional coaches will be compensated to monitor and provide assistance to the students in the SAAZ.
- Additional tutors will be available to assist students in the SAAZ.
- Create opportunities for athletes to attend Math Lab, Writing Lab and other specific tutoring sessions for 1-2 hours of their achievement SAAZ hours. Referral forms will be used to document student time spent in these labs.
- To better accommodate the needs to student athletes, the SAAZ will be open six more hours per week.
- A reward system and a probationary system will be implemented to increase student use of the SAAZ.
- The Cyber Center will be made available in the evenings for students using the SAAZ.
- More flexible schedule for student-athletes will be implemented.
- Increase the support and structure offered at-risk students who need support and structure more than any other students in higher-education by providing, (1) academic evaluation, (2) instruction in study skills, (3) peer tutoring and/or professional tutoring, (4) supplemental instruction, or course-related, systematic, and highly structured group tutoring, (5) cooperative learning demonstrations, (6) referral services to other programs and services on campus and (7) maintain close relations with offices that provide personal, financial, educational, and career counseling and provide training for peer counselors, faculty mentors, and advisors.

Coaches and student athletes are enjoying the benefits of our programs 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 are also creating an environment of understanding and accountability.

Evaluation of the Student Learning Outcomes (SLOs) Initiatives

Objective 14.

Substantial progress will be made toward meeting the Accreditation Standards for developing, implementing and using student learning outcomes to document and improve student attainment of the desired learning outcomes at the course, program, certificate, degree and institutional levels.

This objective on target to being achieved. As of the end of the Spring 2007 semester, SLOs, measures/rubrics/checklists have been developed and used in at least 118 separate courses in 41 of the 55 departments. In addition, progress has been made in developing SLO and measures of their attainment for each of the college's student support programs (e.g., Admissions, Counseling, Financial Aid, EOPS/CARE, Library and Study Abroad). All of the faculty that have field tested SLOs in one of more the their classes and the vast majority of the students in their classes reported that the SLOs/rubrics/measures were helping students to attain the desired course learning outcomes (skills and competencies).

Plans for fully implementing the SLO Cycle.

At the Fall 2007 Faculty In-Service, all Educational Programs departments and programs will be asked to complete a plan to fully implement the SLO Cycle for all core courses and student support programs by Spring 2012. The SLO Cycle consists of the following components:

1. Develop SLOs, rubrics and measures for all core courses, state approved certificate and degree programs and student support programs.
2. Map the course SLOs to department certificate/degree, student support programs and institutional SLOs.
3. Collect and report data on student attainment of the standards established by the department for each of the course and support program SLOs, (Below Standard, At Standard, Above Standard).
4. Meet with members of the department on a regular basis to review the student performance data and to identify strategies to increase student attainment of the desired course, certificate/degree, program and institutional SLOs.
5. Repeat the SLO Cycle implementing the new and/or modified strategies identified by the faculty/staff to promote student attainment of the SLOs.

All departments will be required to implement the SLO Cycle for at least 25% of their courses (2 or more units) beginning in 2007-08 and will be expected to have completed the SLO Cycle for all courses and programs by the end of the Spring 2012 semester.

Faculty and student support programs staff will be asked to provide feedback on the draft of the six Institutional Student Learning Outcomes (ISLOs) that were developed

this past summer by the SLO Task Force. We believe that the final version of the ISLOs will be approved by the Academic Senate in September.

A plan for incorporating SLOs into existing Senate and Educational Program committees will be presented to the Academic Senate and to the Deans Council in August. The plan calls for these committees to provide the leadership for: (1) reviewing course, certificate/degree, student support program SLOs and the ISLOs; (2) reviewing student performance data on achieving the SLOs and ISLOs; and (3) identifying strategies and training for increasing the percentage of students that attain the SLOs and ISLOs.

Additional criteria that will be used to evaluate the Partnership for Student Success Initiatives beginning in the 2007-08 academic year

1. College course completion rates will be increased by a minimum of 2% in 2007-08 and 3% in 2008-09 compared to the rates in 2005-06.
2. College persistence rates over a four semester period will be at least 3% higher per term than those of students that enrolled in 2005-06.
3. Percentage of students in academic good standing will be at least 5% higher by the end of 2007-08 and 8% higher by the end of 2008-09 compared to the students in 2005-06.
4. Number of students that complete a degree and/or transfer to a four-year institution will be at least 5% higher in Spring 2008 than in Spring 2006.
5. Percentage of students that complete a degree and/or transfer to a four-year institution will be at least 5% higher in Spring 2008 than in Spring 2006.
6. College course completion rates in Basic Skills courses will be at least 3% higher 2007-08 and 5% higher in 2008-09 than they were in 2005-06.
7. Percentage of student in Basic Skills courses that enroll in the next courses in the sequences in ESL, English and/or math will increase by at least 3% in 2007-08 and 6% on 2008-09 compared to 2006-06.
8. Percentage of student in Basic Skills courses that successfully complete in the next courses in the sequences in ESL, English and/or math will increase by at least 3% in 2007-08 and 6% on 2008-09 compared to 2006-06.
9. Persistence rates of first-time students who enrolled in a Basic Skills class during the first semester at SBCC will be at least 3% higher in each of the following three terms than they were for a comparable group of students who entered SBCC in 2005-06.