Partnership for Student Success Steering Committee: 2017-18 Report

Led by its Steering Committee, the Partnership for Student Success (PSS) continues to expand its role in helping SBCC students achieve success by supporting programs implemented through the Title V HSI grants and the CCC Basic Skills Transformation Grant. Grant funds have allowed us to significantly improve the way that tutors are trained, and efforts are underway to further improve this training and implement the requirements necessary to collect apportionment from the State. The Partnership has been rigorously evaluated each year since it began in Fall 2006. After our tenth evaluation last year, we announced our intention to postpone the next evaluation until after the 2017-18 academic year because of acquisition of Accudemia, software that has allowed us to more effectively track actual usage of Gateway tutors in Gateway classes. With this software, we hope to more accurately determine the impact of Gateway tutoring on our students. While we are still working on broader and more effective implementation of Accudemia, we have been able to track usage more accurately for Gateway tutoring this past year, as well for tutoring in the Math Lab and the Academic Achievement Zone. Plans are already in place for the 2017-18 evaluation when program leaders will once again work with our consultant since the inception of PSS, Dr. Darla Cooper, Executive Director of the Research and Planning Group. The following are brief program reports for the 2017-18 academic year.

PSS Program Reports

Academic Achievement Zone – Michael Gamboa

Santa Barbara City College has approximately 400 student athletes attending as full-time students enrolled in a minimum of twelve units, nine of which must be mandatory core academic units. The Student Athlete Academic Achievement Zone assists student athletes in reaching their educational goals while attending SBCC. The program targets male and female student athletes who are entering their first semesters at the college and who are considered academically underprepared based on their score on the English Placement Test (CTEP) and/or the Mathematical Analysis Readiness Test (MR). Also included are second-year students deemed academically at risk after completing two semesters and 24 units. They must have a cumulative GPA of 2.5 or lower and still be enrolled in basic skills courses. Academic Achievement Zone strategies include individual tutoring and workshops to help students reduce test-taking anxiety, improve note-taking skills, and assume responsibility for academic successes and failures. Student athletes use these skills to balance the challenges of academics and athletic competition.

In Fall 2017, the Academic Achievement Zone had 193 visitors, visiting a total of 3614 times, for an average of 1 hour and 4 minutes per visit, totaling 3,901 hours and 43 minutes. Spring 2018 had 94 unique visitors, visiting 1484 times, for an average of 1 hour and 7 minutes per visit, totaling 1,675 hours and 28 minutes. Spring saw a decline in the number of student athletes, but this is due to fewer Spring Sport student athletes: 158 compared to 220 Fall Sport student athletes. Though minimum requirements are established for AAZ attendance, some Fall Sports required all student athletes to attend the AAZ.

During Fall 2017, Student Athletes seeking assistance in Basic Skills courses (ENG 060 – 098 and MATH 001 – 107N), the majority of student athletes sought assistance in the AAZ for ENG 070, 080, and 098 and MATH 095 and MATH 107. During Spring 2018, the majority of student athletes sought assistance in the AAZ for ENG 080 and 098 and MATH 095 and 107.

Math Lab – Pam Guenther

The Math Lab remodel was completed Fall 2017. The space is now more functional and inviting. Everyone is encouraged to stop by and experience the indoor and outdoor spaces of the Math Lab. The Math Lab has also worked to stretch its budget to include weekend tutoring, after a year of piloting demonstrated adequate attendance to continue offering weekend hours. The lab is open Mondays through Thursdays 9am to 8pm, Fridays 9am to 2pm, Saturdays 12pm to 4pm, and Sundays 12pm to 5pm. Ongoing training continues on Friday afternoons.

Unfortunately, the lab also become a space for memorials and healing due to two deaths of math student-tutors this semester. Both healing sessions were well attended by students, tutors, and faculty. The Math Lab LTAs (Allison Chapin and Nina Grimsion) had to do a lot to organize these sessions, in addition to supporting many grieving students and tutors, while grieving themselves.

For Fall 2018, the Math Lab LTAs, math faculty, and Gateway are working together to explore tutoring models for statistics, a course for which adequate, effective tutoring has been traditionally challenging to find. With the deadline for full compliance with AB705 just around the corner (Fall 2019), it is hoped this collaboration will inform best practices for tutoring college level math courses (statistics, math for liberal arts, college algebra/precalculus) and below and ensure appropriate coverage for those courses.

Gateway to Success Program – Vandana Gavaskar

In 2017-2018 the Gateway to Success Program continued to support student learning in a variety of disciplines. 206 tutors were hired in Fall 2017 and 132 tutors were hired in Spring 2018 for a total number of job assignments of 298 in Fall 2017 and 231 in Spring 2018. This has been a turning point year for Gateway to Success in terms of taking stock of best practices in Gateway tutoring across the disciplines, and making key decisions about the budget, pay rates, and courses/disciplines supported in an era of fiscal responsibility and sustainability.

This year the budget for Gateway was stabilized and fiscal reporting required that budgets be drawn down at a steady pace with each pay period. The Gateway to Success program is one of programs of the PSS and has further increased faculty participatory governance by making all budget processes transparent, and making key collaborative decisions about returning to the original Gateway model of Basic Skills Math and English (affected by AB705) and First and Sequence for Transfer courses in Reading, Writing, and Math. The Gateway Program is an integral part of the Partnership for Student Success (PSS) where success data is collected and analyzed. Discussion of elements of the program along with best tutoring practices in general have also taken place in the newly formed Tutoring Advisory Committee (TAC) chaired by the Faculty Director of Learning Support Services that met twice a month throughout the year. One of the key measures was to make the supporting committee a Senate committee in 2018-2019.

Discussion about tutor pay rates was related to the number of hours of tutoring each week, and some disciplinary areas are no longer supported by Gateway if they do not support the core mission of Gateway tutoring. Tutor pay rate steps were stabilized, and there have been ongoing discussions about the benefits of peer embedded tutoring for promoting student-centered learning practices on campus. TAC discussions and their outcomes will be presented at the Partnership for Student Success Steering Committee and the Academic Senate as separate efforts for Faculty participatory governance.

Gathering tutoring data, relating Gateway tutoring to student success and to reducing equity gaps, and preparing to collect data for apportionment is a key effort going forward. These will be supported by earnest efforts to collect positive attendance through Accudemia, adhering to a tutor job description (created this year) that reflects best practices and enhanced tutor training across the disciplines with Supplemental Instruction, Reading Apprenticeship, and other peer assisted learning practices that are successful in the state. With AB705 and Guided Pathways, learning support is critical to student success, and the Gateway to Success Program will play a critical role as it adapts to support students in the future.

The Writing Center - Vandana Gavaskar and Barb Freeman

In 2017-2018, the Writing Center has continued with best practices in one-on-one tutoring, drawing on a rich established practice that promotes self-efficacy in the context of student learning centered writing center pedagogy. These practices are ably supported by the CLRC Supervisor, two Writing Center LTAs (day and evening) and Writing Center Office Assistant.

In response to the new fiscal landscape, the Writing Center budget has been carefully monitored to meet fiscal reporting. Some key decisions have been modified staffing in the Writing Center this year to align with the corresponding budget reduction for tutoring. One strategy that was incorporated was to assign regular tutoring shifts to the Writing Center LTAs, which served two purposes: it allowed them to model their practice for tutors and supported their work with students who had needs for extended shifts or needs to work with more experienced staff. The Writing Center continues to use tutors and LTAs to fill in at the Writing Center Front Desk during evening hours and for FMLA breaks for our Office Assistant.

This year, the Writing Center has worked more closely with the Director on evaluating handouts for pedagogical purposes and for copyrighted materials. There are plans to update the website based on the needs of all students who are in need of reading and writing support in the Writing Center. There were new workshops offered this year and outside-the-box thinking about how these might be offered to smaller groups of students and on-demand. These will be implemented next year.

As presented in the Vision for CLRC, Gateway, Writing Center, and other Tutoring Programs document presented to the PSS and TAC Committees, the Writing Center will be working on a hybrid model with peer and professional tutors (who will be grandfathered in). The tutor training and professional development will be under the Faculty Director. She will provide leadership of the programmatic changes in partnership with the Classified Supervisor and Writing Center LTAS. Professional development will be offered on an ongoing basis.

The CLRC Writing Center is a member of the SoCal Writing Center Association, which is itself a member of the International Writing Center Association (IWCA). The organization hosts an annual Peer Tutor conference by and for tutors, and the CLRC Writing Center will benefit from the best practices of Writing Centers across the state that are developing many innovative models for supporting student reading/writing and digital composing skills. The Director, Supervisor and staff visited the Mira Costa College Writing Center and will visit other writing centers next year. The CLRC Writing Center plans to participate in the Peer Writing Center Conference at UC Irvine in 2019 and learn from the best practices at Chaffey College, Fresno College and CSU Channel Islands. The CLRC Writing Center will also expand to include reading and writing in the disciplines, using specific strategies from Reading Apprenticeship and Writing in the Discipline (WID) in Writing Center research and successful practices. This will mean hiring peer tutors with experience in writing and reading across the disciplines. Student success data will reflect AB705 and Guided Pathways measures as well as equity data. In all these contexts, it will be helpful to be a part of statewide collaborations on the next best practices in Writing Centers.

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The PSS Steering Committee also solicited project proposals from faculty working to increase the success of their developmental and NC students. The following projects were recommended to the Senate, where they were approved for funding in 2017-18.

BSI Projects 2017-18

New Faculty Orientation Link: Sheila Wiley, Natsuki Smith

Natsuki Smith created the New Faculty Orientation link in English Skills Common in Canvas.   The goal was to make readily available all the information that will assist adjunct faculty, both new and continuing, as they navigate areas necessary for campus inclusion. The site has thirteen links of information. Some of the information links are the following: Student Support Services, Best Practices, and Technology. Flex, Seek Help, Classroom Emergencies, and Division Procedures. The site is now fully operational in Canvas.

ESL Writing Workshops: Marit Ter Mate-Martinsen

The purpose of the ESL writing workshops was to enhance ESL student success in the second-language (L2) writing classroom. For AB-705 implementation, another goal became to gather information and insight to be used in curriculum revision.

The intent of the writing workshop series was to provide better support to our writing faculty, particularly in the areas of effective feedback strategies and rubrics for formative assessment. We found that there was a wide range of approaches in how our ESL teachers gave feedback to student writing, and in a departmental survey, our adjunct instructors identified this as one of the top concerns for which they would like to receive more support. Our hope was that more consistent feedback on writing would increase ESL student success as students move from one level to the next.

In addition, while we have a standardized departmental writing exam at each level, we did not have a common formative assessment tool at each level to assess student writing. The intent of

the workshops was to provide feedback strategies and current research on L2 writing, to develop five level-appropriate rubrics, and to pilot each rubric in assessing the ESL writing departmental exam. Common rubrics at each level will make instructor expectations transparent to students and will likely improve scores on the end-of-semester ESL department writing exam. These rubrics will also increase the effectiveness of norming at each level, leading to more consistent grading and feedback for ESL students across writing courses and will serve as a model for developing rubrics for all writing assignments.

Steps
- Created an online Google form (with eight questions) and surveyed credit and noncredit ESL teachers about the ESL writing workshop series (interest, availability, issues that have come up in terms of giving feedback to student writing, assessing/evaluating student writing, and other questions, concerns, and interests).
- Tallied and summarized all the survey results and shared all the results in a Google form.
- Mapped out and coordinated the ESL writing workshop series together with the ESL Chair and ESL Assessment Coordinator.
- Conducted extensive research on feedback strategies and assessment of L2 writing. Shared resources on the credit ESL team Canvas course. Posted discussion topics on Canvas related to the different writing workshops.
- Developed five Google slide presentations to highlight research findings and to guide each writing workshop. Created a packet of materials for each workshop.
- Guided faculty through the rubric creation and revision process. Google shared rubrics with faculty and provided each writing level with a level-appropriate rubric during the portfolio assessment (including the departmental exam). Each level group had an observer/note taker.
- Created a second online Google form (with twelve questions) to elicit feedback on the writing workshop series, the rubric development process, the effectiveness of the rubrics, and ways to revise the rubrics. Surveyed faculty and analyzed results. Made a plan for fall 2018 on how to proceed.

Outcomes
- Our credit ESL team Canvas course shell provides a library of current research on feedback strategies and assessment of L2 writing.
- As a result of the workshop series, we have five level-appropriate rubrics to assess the departmental exam. Student success data related to these changes won't be available until fall semester when we will fully implement the use of these rubrics.
- Teachers are now able to customize each rubric to fit specific writing assignments.
- The final survey provided rich data. All respondents indicated that they now feel better equipped giving feedback on student writing, and that the rubrics helped them:
  - better communicate to their students how they will be assessed. Students now know what is expected of them
  - assess their students' overall performance on a piece of writing
  - evaluate portfolios from other classes

  Finally, two instructors specifically noted that their students "turned in better essays because they knew exactly what they would be graded on" and another emphasized that the rubrics will better guide his/her instruction since it clarified what areas need to be covered.

Noncredit Student Services Project: Sachiko Oates

The objectives for this project were the following:

- for a variety of noncredit programs to work together and share information to develop a comprehensive student support (counseling and advisement) plan for noncredit students
- to plan events and activities to give students opportunities for counseling and networking
- to streamline the enrollment process so that the students will feel welcomed, prepared, and part of the college community
- to promote and disseminate information about the college programs and services and help students set goals and create concrete study plans
- to provide comprehensive support and advisement to students

Outcomes:
We have been working with the Institutional Research (IR) department to collect baseline data on matriculation and course/certificate completion rates through our student information system. We have gathered qualitative baseline data on students' sense of belonging and confidence through student interviews. While we developed plans and materials for implementation, we weren't able to implement the new orientation and educational planning program. In the next academic year, we plan to implement a new video/online orientation system in ESL and pilot an education planning program in one of the college and career pathway courses we offer. We will be able to assess the effects and outcomes once the new orientation and education plan processes are implemented. We are working on establishing baseline data and will be able to compare the data once our plans are implemented. We experienced some setbacks due to staff shortage in the noncredit student services department. Even though two additional part-time counselors and one transcript analyst were hired during Spring 2018, the department is still not able to expand their services to all noncredit students. We have developed a plan to utilize technology to create an online video orientation for ESL students. The noncredit faculty team has created a pathway map, presentations, videos, and written reports to provide information on our new pathway courses to assist the student support service staff to advise students. These materials will be used in the new orientation procedure and educational planning counseling pilot starting in Fall 2018.

Many programs in the School of Extended Learning that used to work separately are now sharing information, collaborating, and creating new pathways for our students. The student service program will be able to reach more students (especially in noncredit ESL, Vocational ESL and Career Skills Institute) in 2018-2019. In addition, we were able to secure additional funding for this project, and it will be continuing in the next academic year. Here is a link to see a sample of the material created: https://www.canva.com/design/DAC5WVjvC7I/rW7jje7Bix6M8d-iT70z0A/view?utm_content=DAC5WVjvC7I&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Noncredit ESL Hybrid VESL: Pat Sherman and Sachi Oates

The purpose of this proposal was to develop a vocational noncredit ESL course that utilizes the blended learning method in order to offer our students a stepping stone to the career technical

certificate courses in the noncredit programs such as personal care attendant, green gardener, food safety, construction technology, and office management programs and eventually to some of the credit CTE programs. This curriculum development project includes the development and submission of a course outline to the state and creation of course materials.

Our intended outcomes were higher matriculation to the above mentioned programs, improvement in language skills and overall increased confidence. Students will be able to acquire English skills that are necessary for a seamless transition to workplaces, career technical education and higher education. Students who are interested in different industries can study together in this one course to learn general workplace skills such as communication, writing, note taking and interview skills in face-to-face sessions. Students will also learn area specific vocabulary and expressions in the computer lab and/or at home using a software program. This course will help high-beginning to high-intermediate noncredit ESL students to explore vocational English in a highly structured and self-correcting manner.

Outcomes:

We are waiting for curriculum approval at the college level. Once the modified outlines are approved, we will offer the certificate program and analyze the outcomes. We were able to create course outlines that will fill the gap that currently exists in our career pathway offerings. The curriculum approval process for all noncredit courses needed to be revised at the college level. This process took longer than expected, and we are still waiting for the college's approval of the courses we proposed through this project.

"Metaphors for Active Learning": Two Short Films Project: Margaret Prothero

The purpose of this project was to create two short, instructional videos about active reading that can be accessed campus-wide on Pipeline/Canvas for students as independent instructional material, as well as accessed by faculty as supplemental instructional material for classroom use. This comes out of a need identified by faculty in my past years' projects as to what specific skills and strategies students could benefit from knowing in order to better succeed in their courses, and adding to the previous two metaphors video I made last year. In order for the films to be most effectively digested by our student population, they are very brief (under 3 minutes each) and focus on topics and strategies relating to active reading and critical thinking. The first film is about summary writing: "Summaries: Sink or Swim" and the second is on the importance of previewing text: "A Recipe for Reading Success." The films each center around a metaphor that clearly defines and illustrates the concepts. My hope is that these metaphors will serve as a type of mnemonic device to help students remember the videos' ideas. It is my intention to continue to add to this project every year, and expand this video resource library to include more topics on reading strategies, critical thinking, research and writing skills.

Additionally, the intended outcomes of the project are that after watching the films, students will be able to define what a summary is and indicate what it is not; explain why previewing text is important to their success as a reader. Another outcome we hope will be achieved is that students will recall, use and apply these concepts to their courses and coursework at SBCC. Another outcome we intend is for these videos to be used by faculty to begin conversations with their

students about the specific reading needs for their courses/fields of study and to open up the dialog about how faculty expect students to read their course texts.

Outcomes:

The two films have been completed, and we are pleased with the final products and feel the messages come across clearly. Here are links to the two films for the committee's viewing:
Video 1: "Summaries: Sink or Swim"
  https://vimeo.com/172869222/20d6ed56c2
Video 2: "A Recipe for Reading Success"
  https://vimeo.com/172866011/004eee7f6a
I have had informal faculty feedback and responses to the videos. The videos will be shown next week to five-six summer school groups for beta responses and brief surveys and discussions to determine how effectively the videos' messages came across. At the beginning of the fall semester, the videos will be sent out to faculty to be used for their classes, and they will be posted on a special YouTube channel to be accessed by faculty and students. Feedback from these classes will help me assess whether my outcomes are being achieved. I would definitely like to continue this project, making one-two videos every year and continuing to build a video library of these resources for our campus. I would continue the idea of the visual metaphors and continue to showcase an element of student life for the videos as well (i.e., this year's two videos used our student chefs, next year's might feature student nurses, etc.). *Please note that the PSS Steering Committee is listed in the "Special Thanks" section of both of the films' credits*

Respectfully submitted,

Kathy Molloy
Chair, PSS Steering Committee