CALIFORNIA COMMUNITY COLLEGES
AND
SANTA BARBARA
COMMUNITY COLLEGE DISTRICT

#90-0026
### Collaboration for Underrepresented Student Success: A Co-Curriculum Model

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $14,000</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Curriculum Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>Literacy</td>
<td>Transfer</td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

**PROJECT DIRECTOR**

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**PROPOSAL DESCRIPTION**

This project is a collaborative effort among Santa Barbara City College, local business, local high schools, and four-year institutions. The project will introduce and deliver an integrated and cohesive set of services to underrepresented ethnic students who have the potential to transfer to four-year institutions.
Collaboration for Underrepresented Student Success: A Co-Curriculum Model

A collaborative effort among Santa Barbara City College, local business, local highs schools, and four-year institutions will introduce and deliver an integrated and cohesive set of services to underrepresented ethnic students who have the potential to transfer to four-year institutions. The collaborative effort will improve the academic progress, and transfer rates of underrepresented ethnic students. Through this project, students, as members of a new Transfer Achievement Program (TAP), will be introduced to a developmental structure or "map" of transfer-related activities through the use of a Student Transfer Task Inventory (STTI).

Specifically, this project is designed to:

a) involve a greater number of underrepresented students more actively in a broader range of transfer-related tasks and services through a Transfer Achievement Program (TAP).

b) utilize the Student Transfer Task Inventory (STTI) as a vehicle for providing structured mode of service delivery, and

c) involve students in math study groups and support groups.

d) introduce services offered by the college and four-year institutions that are matched to specific tasks outlined in the STTI.

The STTI outlines a "co-curriculum" which provides a check-list of tasks achievements, documentation of student progress and tracking of students through four transfer Task Areas outlined on the STTI. The four task Areas are: Transfer Pre-Evaluation, Transfer Exploration Academic Progress and Planning, and Transfer Application and Transition. The task Area approach presents a desirable option to "smorgasbord" approaches to service delivery.

A central objective of this project is to create a system that places greater responsibility with the student in identifying and carrying out their educational and learning objectives, with the college providing the essential support services that reduce barriers to student involvement and success.

Local businesses will participate by providing Educational Incentive Grants to participating students. Locale highs schools will participate by promoting the project to juniors and seniors bound for Santa Barbara City College. Four-year institutions will participate by providing special services to program participants.
Outcomes expected from this project include increased student involvement in learning, improved identification of learning objectives, documentation and recognition of achievement, and personal identity with a program. These outcomes are expected to enhance student persistence and successful transfer to a four-year institution.

The project targets 1,800 underrepresented ethnic students not currently served by college programs such as EOPS.
Collaboration for Underrepresented Student Success: A Co-Curriculum Model

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICES ADDRESSED

This project extends and expands a unique and innovative collaborative model introduced in fall 1989-90, for delivering an integrated and cohesive set of services to underrepresented ethnic students who have the potential to transfer to four-year institutions.

Specifically, this project addresses the special learning needs of underrepresented ethnic students as referenced in Education Code 84381(c). Furthermore, this project addresses several priorities from the Board of Governors 1988-89 Basic Agenda. These include intensifying efforts to increase the numbers and success of underrepresented students in transfer programs, assisting SBCC Transfer Center to increase number of transfer admissions agreements, further integrating Student Services with instructional activities, strengthening the community college transfer function, and improving student access and success through aggressive outreach, recruitment and retention efforts which are supported by special services to underrepresented ethnic students.

This project brings together distinct services offered through Santa Barbara City College, Cal SOAP, local businesses, and four-year institutions under a collaborative and cohesive effort through a Transfer Achievement Program (TAP) designed to address the special educational needs of underrepresented ethnic students. Through the Transfer Achievement Program, math study groups, support groups, and a Student Transfer Task Inventory (STTI), students are: one, introduced to a developmental structure of transfer-related activities, two, provided special academic support, and three, given greater incentive to "join" a program, thereby facilitating a greater sense of personal identity and success as a transfer-bound student.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS

A. The Problem

This project is designed to address three basic problems:
1. Low underrepresented ethnic student participation in a breadth of transfer related tasks and services,
2. Poor academic progress of underrepresented ethnic students,
3. Low underrepresented ethnic student transfer to four-year institutions.

An evaluation of current services and practices indicates there is need for an improved mode of delivery of services that provides both a structure and support to underrepresented ethnic student participation.

Current services and programs have not sufficiently involved large numbers of underrepresented ethnic students. More significantly, such efforts have generally failed to systematically involve individual students in the breadth of related services which collectively impact student success. The present mode of service delivery is not unlike a smorgasbord; students can pick and choose without participating sufficiently in the range of necessary transfer related student tasks and supporting institutional services. Furthermore the student does not presently have opportunity to "join" a program which would help solidify and sustain his/her identity as a transfer-bound student.

Case studies of students not currently "belonging" to a program (eg. EOPS), indicate that it is not clear to students how the various services relate to each other, which services they should be utilizing or when they should be utilized.

B. The Need

What is needed is a program which clearly delineates the tasks necessary for effective transfer, provides incentives for program participation, involves the student more actively in transfer related tasks, improves the academic success of students, documents and tracks student progress, recognizes achievement, and provides identification with a program that enhances feelings of belonging and purpose.

Specifically, what is needed is a check list of task achievements, documentation of student progress and tracking of students through four transfer task areas. The four task areas are: Transfer Assessment/Orientation, Transfer Exploration, Academic Progress and Planning, and Transfer Application and Transition. Each of the four task areas consists of core activities as well as recommended activities and additional resources that support successful transfer.
Each task area needs to be supported by specific services provided by both Santa Barbara City College's Student Services and instructional areas, and participating four-year institutions.

The proposed TAP project addresses several needs, including the need for:
1. Coordination of services designed to encourage transfer;
2. Increased structure for students' understanding of and participation in the transfer process;
3. Focused academic support for underprepared students;
4. Regular feedback to students for measuring their transfer progress;
5. Adequate student financial support for continuing their educations;
6. Increased student Contact with four-year institution personnel and services.

Math study groups, led by advanced or graduate students from local institutions, and peer advisors, are needed to provide the needed encouragement and attention critical to persistence in college.

Incentives are needed and will be provided by local businesses to include educational fee waivers, textbook vouchers, group tutorial help and career assessment services funded through local community business donations. Furthermore, special events including recognition dinners and awards for significant academic and STTI progress are needed.

C. Literature and Current Practices:

The proposed project incorporates a number of key principles supported by several leading innovators and reports in Higher Education. First, the project addresses a need for greater student involvement in learning activities (Mortimer, K., Astin, A., Hodgkinson, H., et al., *Involvement in Learning: Realizing the Potential of American Higher Education*, National Institute of Education, 1984; Astin, A. Involvement, *The Cornerstone of Excellence*, Change, August 1985.) An Involvement Theory is supported by a follow-up study of Santa Barbara City College students which showed that, more than students' academic and socio-economic background, involvement in curricular and co-curricular activities had a positive effect on retention and student satisfaction. (Friedlander, J., "Quality of Effort Report," 1987).

Addressing students involvement in transfer tasks is a shift from models which have focused on service content and outreach strategies but have little to say about methods to increase students responsibility for their own educational development.

Second, the introduction of the STTI identifies clear and specific goals for students, considered a key element in student retention (Beal, Phillip and Noel, Lee, "What Works in Student Retention," ACT, 1980). Third, documentation of achievement in specific developmental tasks as incentive for persistence follows a concept successfully forwarded by Roger Winston, Ted Miller and Judith Prince (Assessing Student Development, SDA, Athens, Georgia, 1979). Fourth, TAP seeks to introduce a non-traditional approach to counseling services. While many student seek counseling services, many do not. The underuse of traditional counseling services by Blacks and Chicanos is well documented in the literature.
(Ruiz and Padilla, 1977; Sanchez and Atkinson, 1983). According to Woods (1977), the utilization of non-traditional counseling activities with culturally diverse minority students has proven very effective.

D. What Is Being Done Currently

In Fall 1985 the college established a Transfer Center which has under its purview the Transfer Achievement Program staffed by a half-time counselor carrying a case load of approximately 325 underrepresented ethnic students. The Counseling Department has hired a full-time bilingual counselor and has introduced two Special Program Advisors to work with ESL students. Strong EOPS, High School Relations, Matriculation, and Assessment programs are in place. In January 1988 a comprehensive student tracking system was introduced in Student Services, and Math and English tracking is in place through the Academic Affairs Office.

First year TAP membership has increased from 200 to 325. Additional students have expressed interest in joining the program, but limited resources under the pilot grant have restricted the number that can be served. FII funding for 1990-91 will enable TAP membership to increase to 500 students.

In addition, one instructor and three facilitators have established regular math study groups. Developed to assist TAP students overcome difficulties with successful completion of mathematics requirements, these groups meet nightly including Saturdays.

Outreach and orientation efforts have increased significantly with the assistance of the FII funded Special Project Assistant (SPA) and the TAP Peer support group. These efforts include the development of brochures and bi-monthly newsletters.

Development of the tracking system has improved, enabling effective monitoring of TAP students' progress. Additional funding will assist with refinement of an early warning system for identifying underrepresented students performing below satisfactory academic standards.

TAP efforts were possible through 1989-90 FII funding and 1990-91 funds are needed to enhance what clearly is a successful model. Testimony to the program's success is demonstrated in a citation in the Chancellor's Office Programs and Practices that Facilitate the Transfer of Underrepresented Ethnic Minority Students report. In addition, TAP was selected as a model program for the UC Davis Community College Symposium in Spring, 1990.

Several four-year institutions visit the college on a regular basis to meet with underrepresented ethnic students. A UCSB representative is on campus three days a week through the SBCC/UCSB Transition Program providing, among other activities, special services to underrepresented students. In 1990, a Cal Poly, San Luis Obispo representative will be working half-time to coordinate transfer programs and activities.
Each of the aforementioned services represent efforts which the TAP program seeks to build upon and enhance.
3. Population To Be Served

POPULATION SERVED
This project is targeted to 1,800 underrepresented ethnic minority students not typically served by special programs at Santa Barbara City College (SBCC), such as EOPS, but who have the potential to transfer to a four-year institution. Of 11,551 students enrolled at SBCC, 20% are underrepresented ethnic students. Over 50% of the student population at SBCC indicate a goal of transfer to a four-year institution. However, only 34% of underrepresented ethnic students enrolled at SBCC plan to transfer compared to 56% of nonminority students. The ethnic differential in transfer goal is accentuated by Fall 1988 transfer rate data to the UC and CSU which show that of the 504 transfer students that transferred to the UC or CSU in Fall 1987, 12% were underrepresented ethnic students compared to 88% non-minority.

At SBCC, underrepresented ethnic students can choose from a number of campus resources to support their transfer efforts. The Transfer Center offers counseling, advising and transfer support services to all students. In addition, EOPS provides various support services to low-income students. Through both of these programs it is estimated that 400 underrepresented ethnic students are currently being provided with individual services. Therefore, there are approximately 1,800 underrepresented ethnic students who could benefit from a structured program. It is believed that the proposed project would directly serve an additional 500-700 underrepresented ethnic students.
4. Objectives

A. This Project Is Designed To

1. Increase the number of underrepresented students who commit to transfer as an educational goal;
2. Increase the number of underrepresented students who participate in transfer-related activities;
3. Have students use the Student Transfer Task Inventory as a cohesive structure or guide to completing transfer-related activities;
4. Utilize a data-based Student Transfer Task Progress Report to track and provide regular feedback to students on their progress in completing transfer-related activities, and to provide TAP staff with an indication of task areas needing greater emphasis;
5. Involve students in a greater number and depth of transfer-related activities as identified in the Student Transfer Task Inventory;
6. Improve student academic success and progress through participation in Academic Support Groups (e.g., Math Study Groups);
7. Increase the involvement of four-year institutions in the delivery of pre-admission transfer-support services.

B. Operational Objectives and Timelines

The following objectives and timelines are proposed for the development and implementation of the Transfer Achievement Program (TAP):

- **September 1990**
  - Refine the structured co-curriculum (STTI) that clearly delineates the tasks that facilitate the transfer process.
  - Refine and enhance an outreach marketing strategy to introduce TAP and STTI to potential transfer students, faculty and staff.
  - Develop and refine Math support groups.

- **October 1990**
  - Introduce incentives, including trips to four-year institutions, recognition activities and guaranteed admissions contracts, to facilitate and reinforce student participation in TAP.

- **December 1990**
  - Refine and enhance a computer-based system for tracking student transfer-task progress.
Sept 1990 - June 1991  Develop and enhance services offered to minority students in support of specific transfer tasks.

May-June 1991  Evaluate the project
5. Workplan Narrative

Activities

1. The proposed project will continue to be conducted in the two-phase sequence summarized below:

   The initial phase of the project is directed toward the refinement and enhancement of the TAP program, the STTI package and the STTI tracking system; the staffing of program support personnel (special program advisor, peer advisors, and group study leaders); and the identification of the target population through direct contact, mail and phone campaigns.

   The second phase of the project is devoted to the implementation of the TAP program and coordination of campus resources; delivery of direct services; enhance and refine math study groups; continued outreach efforts to promote TAP opportunities; program evaluation and refinement; recognition of TAP graduates and successful transfers; and dissemination of project outcome to funding sources, SBCC faculty and staff, four-year college campus representatives; other community colleges and feeder high schools and junior high school representatives.

2. To accomplish the objectives of the project, specific activities will be carried out within each project phase. These project activities are identified below.

   a. Phase One: Activities
      1) Continue to convene a TAP advisory council at least once each semester to review TAP activities and develop contingency plans as needed.
      2) Expand comprehensive offering of TAP services.
      3) Continue to develop and refine the materials necessary for the implementation of math study groups and also marketing of TAP (i.e., program brochure, posters, newsletters and STTI package).
      4) Refine software program for documenting STTI activities and tracking TAP student progress and their transfer objectives.
      5) Continue to identify potential transfer students from SBCC Admissions database.
      6) Continue the distribution of outreach materials to relevant personnel and students.
      7) Continue to provide extensive outreach and recruitment efforts to inform potential transfer students of TAP opportunities and services.
      8) Maintain and increase the level of staffing the project (special program advisor, peer advisors, group facilitators and instructor).
      9) Develop and enhance math study groups in algebra and intermediate algebra for TAP students.
10) Train study group leaders and peer advisors.
11) Assess the impact of TAPS/STTI on undergraduate minority student attitudes and behaviors.

b. Phase Two: Activities

1) Expand number of in-service presentations to SBCC faculty and staff to assure familiarity with TAP.
2) Continue to provide orientations to prospective TAP students regarding transfer process, use of the STTI, TAP study groups and TAP services.
3) Conduct in-service presentations to high school counselors, Cal-SOAP personnel, four-year college representatives and special program coordinators.
4) Provide counseling, advising, advocacy and transfer support services to TAP students.
5) Track TAP students to assess completion of TAP activities and student academic persistence.
6) Utilize tracking system to develop an academic early warning system for TAP students with below average academic performance.
7) Coordinate and expand the utilization of campus support and four-year institution services by TAP students.
8) Increase number of SBCC student visitations to transfer campuses.
9) Continue to provide individualized progress reports to TAP students informing them of their progress with the STTI.
10) Compare non-TAP student transfer activity involvement with TAP student transfer activity equivalent.
11) Evaluate and compare course completion rates, persistence rates and GPA of TAP study group students with non-study group participants.
12) Evaluate level of four-year institutions services to TAP students.
13) Distribute survey questionnaires and interview questionnaires for use in evaluation activities.
14) Disseminate project findings.

D. Personnel

The project will be supervised by a full-time certificated counselor and coordinated by a half-time certificated student personnel staff, funded from sources outside the FII grant. An advisory council will be convened. FII funding is needed to fund a half-time classified Special Program Advisor, two peer advisors each at ten hours a week, and four support-group leaders from a local university or college each at 10 hours a week.

E. Materials

The STTI is designed as a self-report tracking instrument that will be provided to all program participants. It contains various listings of transfer requirements, campus services, scholarship
opportunities and other relevant transfer resources. Program brochures and posters will be prepared for dissemination to faculty, staff and future transfer students.

F. Other Sources To Be Used In Conjunction With the Project Include:

1. Personal counseling, support, and transfer advising to underrepresented ethnic students participating in TAP will be provided through Santa Barbara City Colleges' Counseling Department. The program will be coordinated through the Student Service-Transfer Center.

2. SBCC's EOPS, ESL, Counseling Office, Learning Resource Center, and Tutorial Center will provide support services to participating students. A TAP advisory council with representatives from SBCC and four-year institution personnel will be convened.

3. Several four-year institutions responding to the TAP concept have agreed to provide special services related to STTI tasks. As an example, the Guaranteed Admission Contract for underrepresented ethnic students bound for the University of California (UCSB) has been introduced through the SBCC-UCSB Transition Program.

4. The Instructional Office has submitted an Instructional Improvement grant proposal to address group tutorial needs of underrepresented ethnic students. If approved, the TAP program will work in concert with faculty in that project, thus providing an important link between Student Services and the instructional faculty.

C. Evaluation Process

The following will be produced upon completion of the activities listed in Phase One as part of the evaluation procedure.

1. Minutes of the advisory council meetings will be kept.
2. Identification of new program services offered by TAP will be documented.
3. A collection of program brochures and materials will be compiled.
4. A description of the software developed for STTI tracking, accompanied by sample documentation, will be refined.
5. A master planning calendar of outreach activities will be compiled.

Completion of the activities described in Phase Two of the project will yield the following:

1. A master calendar of inservice/presentations to SBCC faculty and staff, high school counselors, and special program coordinators will be compiled.
2. An orientation program agenda and schedule will be documented.
3. Services provided to TAP students will be documented.
4. Periodic progress reports of student completion of STTI activities will be compiled.
5. A master calendar of transfer support activities offered by SBCC and four-year institutions will be made.
6. A program evaluation survey will be issued to program participants (the specific data analysis plan is discussed in section IV) and analyzed.
7. Samples of printed student progress reports will be produced.
8. A final report of project findings will be produced.
6. Expected Outcomes

EXPECTED OUTCOMES
A. Outcomes Expected

This project seeks to develop and utilize the Student Transfer Task Inventory, introduce new service components including math study groups, support groups and four-year services, and provide incentives to participating students in the form of college sponsored enrollment fee waivers, book vouchers and special recognition awards to achieve the following outcomes.

1. The number of underrepresented ethnic students participating in transfer related tasks and services will increase.
2. The number of transfer-related tasks completed by individual underrepresented ethnic students will increase.
3. The academic progress of underrepresented ethnic students will improve.
4. The number of underrepresented ethnic students who qualify for transfer, who apply for transfer and who actually transfer will increase.

B. Impact On Other Disciplines Within The Institution

The introduction of the STTI will serve as a model for documenting, tracking and follow-up of student progress for a number of student service areas. Also, implementation of TAP will facilitate improved cooperation among and between Student Service components and Academic Support programs.

In developing TAP, several in-house committees and administrative meetings have provided opportunity for input and feedback resulting in growing "ownership" and expressed interest in supporting the successful implementation of this project. Implementation of TAP has already led to the introduction of new services by four-year institutions, i.e., the half-time Cal Poly representative position housed at SBCC and additional services from four-year institutions are anticipated.

C. Potential For Continued Support

For many years, Santa Barbara City College has made it a priority to seek new means of addressing the unique learning needs and transfer concerns of underrepresented students.

Institutional concern for underrepresented students is particularly salient at this time, indicated by:

1. The Superintendent's appointment of a Minority Task Force in Fall 1987
2. Special institutional research on retention, counseling needs, and innovative instructional strategies for culturally diverse minority students, and
3. Faculty in-service addressing the learning needs of this population.
The number of underrepresented students enrolling at Santa Barbara City College from local high schools is expected to increase. In response, comprehensive institutional planning and program development to serve this population are underway.

Santa Barbara City College has the administrative infrastructure to carry the program once it has been established as demonstrated by the successful implementation of an EOPS program, a Transfer Center and comprehensive Matriculation plan.

Discussions regarding means to support program costs beyond the grant year are on-going with the administration and the SBCC Foundation.

D. Adaptation Of The Project To Other Institutions And Programs

The STTI, while written for use within Santa Barbara City College, addresses many core transfer tasks common to the needs of transfer students at all community colleges. TAP and the STTI could be readily adapted to the special needs and programs of other institutions. Given the forum of idea exchange available through regular Transfer Center conferences and meetings, it is quite feasible that the TAP concept would be readily shared.

The Math Study Groups, based on the concept that they provide cooperative learning, sharing of experiences and the swapping of strategies, are designed to expose students to challenging and aggressive exercises and assignments that complement the course curriculum. The groups are modeled on the Treisman project at UC Berkeley, adapted to the different needs and objectives of SBCC students. Given the difference between Cal-Berkeley students and community college students, SBCC's program will demonstrate the ability of other community colleges to implement a similar program originally developed for major university environments.
7. Evaluation Plan

Evaluation activities will be carried out under the purview of the college’s Institutional Research Committee. Results of evaluation activity will be shared with both the Academic and Student Affairs offices. Successful aspects of the program will be presented to key institutional committees. The program has been institutionalized into college publications, student orientation programs and operational budgets. Following are four evaluation components:

1. To evaluate the impact of TAP on the number of underrepresented students participating in transfer-related services, a comparison will be made of underrepresented students utilizing the Transfer Center prior to TAP and one year after the introduction of TAP. Participation records are maintained on the institutional student tracking system.

2. To evaluate the impact of TAP on increasing the number of transfer tasks completed by individual underrepresented students, the STTI will be used to compare transfer-related activity levels of TAP participants and a random sample of non-participants.

3. To evaluate the impact of TAP on the number of underrepresented students who qualify for transfer, who apply for transfer and who actually transfer, a comparison will be made between program participants and a random sample of non-participants by utilizing data sources including a) student transcripts, b) an application tracking system, and c) reports issued by selected four-year institutions.

4. To evaluate program process and procedures, both students and staff participating in TAP will be surveyed. In addition, structured interviews will be carried out with a sample of program participants.
8. Dissemination Plan

Information Dissemination Plan

The TAP program will be made known to high school counselors, special program directors and students with the cooperation of the High School Relations Liaison. Four-year institutions’ College Relations offices will continue to be introduced to TAP to secure support services related to TAP tasks.

A marketing campaign to introduce TAP to Santa Barbara City College students, counselors, staff and faculty will include direct mail, posters, phone outreach, newspaper ads, classroom presentations and special workshops.

TAP staff will be available for workshops throughout the state to discuss the strengths and pitfalls of the program. A profile and evaluation of the TAP program will be distributed to all community college student services offices and Transfer Centers. Any forms, documents or printed materials will be made available so that others need not re-invent. A more in-depth analysis of the program will be available to the Chancellor's Office as it deems it important.
9. Budget Narrative

[NO "BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]