

Sabbatical Report: Equity Programs Research and Evaluation

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Moorpark College
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I begin my report with words of gratitude. I would like to thank the Board of Trustees of the Ventura County Community College District; Dr. Bernard Luskin, Chancellor, Dr. Luis Sanchez, Moorpark College President; and the Moorpark College Academic Senate for the opportunity of completing this sabbatical during the spring, 2016 semester.

Introduction

California Community Colleges have historically and presently remain rich in student diversity. This in fact should be a key component in setting the goals and missions of each community college in the state. Some campuses have made significant progress towards inclusiveness for its students. Others, due to recent equity plan requirements, must re-evaluate its mission and work to provide access and successful outcomes for all students. Colleges must examine whether their students are all succeeding at equitable rates. The task directed to all California Community Colleges is to ensure student equity goals and most importantly, actions become the responsibility of all faculty, staff and administration across campus.

Brief History

1991

The California Legislature required all levels of public education to provide educational equity “through environments in which each person...has a reasonable chance to fully develop his or her potential” (Education Code 66010.2C).

1992

California Community Colleges Board of Governors (BOG) adopted its own student equity policy to ensure access, success and transfer. Districts were charged to implement and evaluate a student equity plan.

2002

The Board of Governors (BOG) implemented title 5 regulations requiring colleges to develop student equity plans.

2011

The Student Success Task Force was established.

2012

The Student Success Act of 2012 (SB 1456) reaffirms the importance of student equity.

2013

A Student Equity workgroup convened.

The recommendations of this workgroup were to bring student equity planning into district wide and college planning efforts:

Accreditation, educational master planning, programs review, student success & support program plans and basic skills plans. The student equity plan would focus on increasing access, course completion, ESL,

basic skills, and degrees, certificates and transfer completion for all students. Student equity plans would be prepared with three to five year time frames in terms of activities and improvements.

The Student Success Act requires the coordination of Student Success and Support Program (3SP) and Equity plans. While 3SP focuses on services for individuals such as assessment, orientation and educational plans, student equity focuses on at risk groups needing assistance and services. Student Equity plans created at each California Community College will need to address equity issues and work to improve the disproportional impact on certain groups or populations. The Student Equity plans must determine the students at risk; develop goals and implements actions to help these populations. The success of these plans will be determined by the number of issues including access to college, course completion, degree and certificate completion, and transfer rates.

In August of 2014, Moorpark College created a draft of its Equity Plan. The Ventura County Community College District Board of Trustees approved the plan in fall, 2014. In November of 2015, Moorpark College's current Student Equity Plan was created detailing its goals/outcomes, activities and budget.

Sabbatical

For my sabbatical, I focused my attention on assisting with the success of Moorpark College's Student Equity Plan by researching and evaluating programs, whose primary goals are designed to assist the populations Moorpark College is committed to through the Equity Plan. Specifically, I identified program activities that have been successful with populations determined as at risk through the college's equity plan: African American, Latino, and former Foster Youth.

During my Spring 2016, semester sabbatical I visited successful student support programs to evaluate/analyze their current services and best practices that could be considered as activities and actions Moorpark College could implement to achieve equity plan goals. I am not proposing to initiate large-scale programs such as those I visited. I visited successful programs to seek best practice and small-scale actions that could be implemented to strengthen our equity plan efforts. In this report, I will detail activities of some student service programs in the University of California, California State University, other California community colleges.

Moorpark College has identified goals, including the following in their Student Equity Plan:

- Access-Identify and reduce barriers that affect students in order to provide welcome, support and access to all students.
- Increase the successful course completion of at risk students.
- Increase degree and certificate completion rate for these targeted at risk students.

I visited, researched, and evaluated local and statewide programs that have been successful in working with our targeted student populations, and through this report will provide Moorpark College with detailed information and services that could assist in achieving those student equity goals.

Specifically I researched programs that included one or more of the following areas.

- High school outreach programs-servicing the needs of the students and their schools.
- Summer orientations.
- First year student models.
- Summer bridge programs.
- Student peer programs.
- Tutorial Programs.
- Counseling best practices specific to target groups.

During my Spring 2016 sabbatical I also enrolled and completed Sociology 2-Social Problems, at Ventura College. This course examined current United States and world wide social problems. Many social problems were discussed including the inequalities of sex, race, education and social class. I took this course to increase my understanding of the challenges of society as a whole and our targeted groups specifically. Though I didn't expect it, this course became a highlight of my sabbatical. Professor Lauri Moore provided me with a true appreciation for community activism and a desire to increase my volunteer service to the community. I would like to thank her for this worthwhile experience. I truly enjoyed being back in the classroom as a student. My grade/transcript is available.

University Of California, Santa Barbara

Educational Opportunity Program

The Educational Opportunity Program (EOP) is committed to providing support and information services. Through one-to-one counseling, peer mentorships, academic programs, social/cultural programming and campus support service referrals, UCSB/EOP strives to maximize a student's success and involvement in the campus

community. The EOP services are available to all students, but their focus is on income eligible and first generation undergraduates.

Services:

Academic Communities for Excellence (ACE)

ACE provides course sections of Writing 1 and Writing 2 for first-year EOP students. Writing 2 satisfies the Area A GE requirements. The ACE courses provide a number of advantages over the general writing sequence:

Smaller classes-The required general writing courses have a class size of 25 students. ACE classes enroll only 18 students so instructors can work more closely with each other. Students may choose to work with the same instructor for both courses and ACE students get priority enrollment in the ACE courses.

Support Services-A tutor from the Campus Learning Assistance Services (UCSB's tutorial center) is assigned to each class. Each class is also assigned an EOP counselor.

All EOP students are eligible for ACE courses. Non-EOP students are accepted on a case-by-case bases, though priority is given to EOP students.

Associated Students/EOP Grants

The AS/EOP funds are used to meet unusual educational related expenses. Areas covered by this grant include: medical/dental (e.g. Eye glasses, contact lenses) and other expenses not covered under the student health insurance plan. It also covers graduate program application fees, graduate program testing fees, textbooks and school supplies. EOP also provides emergency grants used to meet transportation expenses due to emergencies such as death or severe illness of immediate family members.

Counseling

EOP provides academic, career, financial and personal counseling through their EOP counseling staff. EOP also houses satellite offices for faculty and staff from College of Letters & Sciences, Financial Aid Office and Counseling & Psychological /Services.

Cultural Resource Centers

The Educational Opportunity Program sponsors cultural programming through the African American, American Indian, Chicano/Latino, and Asian American Cultural Centers. EOP provides cultural programs through these centers. Cultural Coordinators along with student mentors assess and develop cultural specific events to help create a supportive environment that celebrates the history, heritage

and growth of all students. The centers are a place for students to connect and just feel at home.

Summer Programs

Summer Transitional Enrichment Program (STEP) through EOP provides a week residential summer bridge program for incoming EOP students. Students receive an in depth orientation on campus resources and university life.

Freshman Summer Start

All new first year students are invited to attend summer session B. This program gives new students an opportunity to get a head start in college and provides assistance as they integrate to college life. EOP provides counseling support services to students in this program.

Educational Opportunity Mentors

Students provide peer support as Cultural Resource Center mentors, transfer mentors, and STEP mentors and resident assistants.

Early Academic Outreach Program

The Early Academic Outreach Program (EAOP) was established by the University of California to expand post secondary opportunities to all of California's students. As UC's largest academic preparation program, EAOP assists middle and high school students with academic

preparation, admissions requirements and financial aid requirements for higher education.

At UC Santa Barbara, Early Academic Outreach Program provides services to middle and high school through two service models: cohort and whole school. The EAOP cohort model emphasizes progressive academic preparation. All cohort students receive individualized grade specific support services. In the whole school model, EAOP delivers services to the entire school through workshops, assemblies, sometimes in partnership with other academic preparation programs.

EAOP provides its services in school through its school site coordinators. They are specialists in college admissions across all four systems of higher education-community college, CSU's, UC's and private institutions. These site coordinators are trained by UCSB, and work full time at the partnership schools. The coordinators provide services to students, conduct teacher inservices on college admissions and coordinate parent meetings.

EAOP also provides scholarships for low-income students to programs like the South Coast Writing Project and the Research Mentorship Program. Community College book vouchers may also be available to EAOP students who need to take a college class to stay on A-

G track. Additional materials such as school supplies may also be supplied as the budget permits.

A successful service EAOP provided in the past was the Algebra Academy. This was a 6-week summer program for students the summer between 8th and 9th grade. Students were selected who were having difficulty in math and needed a boost before starting Algebra 1 in the 9th grade. The Algebra Academy also included summer parent meetings to educate parents on high school expectations and college preparation. Unfortunately this program was cut due to lack of funding.

A continuing activity of EAOP is Higher Education Week. Twice a year, in fall for seniors and in spring for juniors, EAOP brings together representatives for UC, CSU, community college and private colleges to present jointly at area high schools.

UCSB Early Academic Outreach Program has worked closely with Rhigetti High School and John Hancock Community College through a grant provided by the California Academic Preparation Program/California State University system. Faculty and staff from all three schools work to provide higher education information to the Righetti high school students. One area highlighted through this joint effort is the promotion of concurrent enrollment at Hancock Community College.

Hancock classes are offered at the high school and Hancock provides a college counselor to the high school once a week. EAOP site coordinators also promote concurrent enrollment and have offered book vouchers as part of this team effort.

Highlights:

EOP

Academic Communities for Excellence
Financial grants
Cultural Resource Center

EAOP

Embedded counselors in middle and high school
Joint efforts with local community college

California State University, Northridge

Educational Opportunity Program

The Educational Opportunity Program (EOP) at California State University, Northridge designs, administers and supports programs that deliver access and retention services to CSUN students. EOP provides services to historically low-income, educational disadvantaged, first generation college student; a population that not only reflects the diversity of CSUN's feeder communities but also the diversity of the university.

EOP at CSU Northridge provides faculty mentoring, transitional programs, academic advising, financial support, peer mentoring, and specialized support to former foster youth through the EOP Resilient Scholars Program. For the purpose of the sabbatical, I met specifically with those who oversee the Transition Programs and the Resilient Scholars Program.

Transitional Programs

The Transitional Programs are designed to assist student with their acclimation to campus life. These programs begin in summer before the start school in the fall. All EOP first time freshmen are required to do a transitional program. All transitional programs are free of charge. The purposes of these programs are to provide the tools to navigate through the demands of college. It provides a sense of community that stays with them through college. The programs develop a support system and also instill a sense of pride for the students. The transitional programs are: Residential Bridge, Commuter Bridge, Fresh Start and Transfer Bridge.

The Residential Bridge is a six-week residential program designed for special admit students who may not have met the CSU admissions criteria. The Residential Bridge is mandatory for special admitted

students. The Commuter Bridge Program is for regular admit students. Both of these bridge programs include an intense academic experience with course credit. Students in both programs take a freshman seminar class and a reading/writing skills class. These courses begin in the summer but include finishing final assignments in the fall. The students continue to meet with the instructor and academic mentor (peer) in the fall.

Both the Bridge Residential and Bridge Commuter Programs are based on this summer to fall learning communities concept. Having the students in this type of learning community cohorts enable follow up and retention at CSUN. These residential programs have six residential mentors, five academic mentors and two sophomore/2nd year office assistant mentors. The academic mentors continue working as a support to the freshman beyond the summer bridge program and into the first year of school.

Another transitional program available for EOP students is Fresh Start. Fresh Start is a four-day program designed for students who are not able to participate in the commuter or residential programs. Fresh Start students don't have the academic learning community experience

in this four-day program, but still meet with EOP staff and mentors in big group activities at least three times during the school year.

EOP transfer students participate in the Transfer Bridge Program. Similar to the above named programs, this program also offers the opportunity to receive college credit through a learning community experience. Transfer student attend a 5½ week commuter type bridge program and take an upper division Sociology class. In the fall, the students continue to meet with the Sociology faculty member regularly for lunch at EOP's satellites across the campus.

The strength of these programs is in the continued relationship with summer teaching faculty and peer mentors through out the first year. In fall EOP students take English and in spring students take speech and critical thinking in the same cohorts. Though the academic bridge aspects of programs end after the first year, EOP students continue to be involved with other EOP support services.

Resilient Scholars

The Resilient Scholars Program is a newly created service at CSUN. The purpose of its initiation is to identify emancipated youth and provide them with support specific to their needs. The program is small

at this point but the services are extensive. Eligible students are invited to join at the freshman level only.

Resilient program participants receive guaranteed year round housing, one to one tutors, and special liaison staff at the Financial Aid, Student Health, and the Career Center. Students meet every two weeks in support groups facilitated by a Resilient Scholars counselor. Social events are organized monthly through out the academic year. Socials in the past have included a Halloween pumpkin carving party, full-catered Thanksgiving dinner, and a holiday party including gifts for all participants. These socials are extremely meaningful. Many foster youth in the program have never received gifts specifically picked out for them with gift nametags. Many had not received wrap presents since they were children. The Resilient Scholars Program works with three local community colleges whose foster youth are identified early on in the transfer process.

Highlights:

Transitional Programs

Summer to fall learning communities.

Resilient Scholars Program

Strong support groups and social activities

California State University Channel Islands

Promoting Achievement Through Hope

The Promoting Achievement Through Hope (PATH) Program seeks to meet the unique needs of foster youth, and encourages them to become self-supporting, role models, successful professionals, and community leaders. It is designed to improve access, retention, and graduation rates of its students. Further, the purpose is to provide former foster youth with the tools necessary to succeed in college and ultimately graduate from CSU Channel Islands.

PATH began as a mandate from the Chancellor's office. In 2012, CSUCI co-wrote a grant (Stewart Grant) with the three local community colleges (Ventura, Oxnard and Moorpark). They were successful in receiving a one-year grant. Each campus was charged to develop a center and website geared toward serving the needs of foster youth. This also created a working connection between CSUCI and the three community colleges in serving this particular population. CSUCI used the funds to purchase computers, office supplies and began setting the groundwork for PATH. The program officially began on campus in the fall of 2014.

Recruitment for PATH begins during CSUCI summer orientation. PATH also receives referrals through EOP and other student support services on campus. PATH hopes to have access to admissions data for recruitment purposes but currently that data is not given to the program. Once enrolled in PATH, students must maintain part time student status, satisfactory academic progress, and be actively involved in the PATH program.

PATH offers a wide variety of services for its students. PATH services include: priority registration, admissions assistance, counseling and academic support, career exploration, academic development workshops, mentoring, graduate school preparation assistance, cultural events, monthly theme group events/ discussions, and end of the year celebrations.

One of the biggest strength of the program is the community resources PATH shares with its students. Some of these resources include:

California Chafee Grants-Free money for current or former foster youth for college expenses.

iFoster Phone Program-provides cellular phones and phone services to current or former foster, kinship probation and homeless youth ages 18-26.

John Burton Foundation for Children Without Homes-Provides funds for books. Financial assistance is not reflected in their financial aid.

Hope Run-This run and festival provides funding for foster youth. PATH is organizing its students in a running team to give back through this worthwhile event.

Milestones-The purpose of Milestones is to celebrate the achievements of Foster Youth and recognize this important time of life for foster youth who have just graduated from high school or are working their way through college. Milestone organizes a formal banquet each year in Ventura County, which includes a keynote speaker, dinner and entertainment. It is designed to honor and recognize this special population and to encourage them as they face life ahead.

Highlights:

Intimate, caring support program
Tremendous resources on and off campus

El Camino College

First Year Experience/Learning Communities

El Camino College's First Year Experience/Learning Communities has been in operation for 16 years. In its first year, there were fifty students in two learning community cohorts. Now, FYE enrolls approximately 1,000 first year students each fall and includes 19 learning communities cohorts. The current program staff includes one full time administrative assistant, two full time advisors (similar to our counselor assistant positions), two full time counselors, eight to nine part time counselors, one counselor/coordinator, one classroom faculty/coordinator and numerous classroom faculty teaching the learning community courses. The Counseling Program and FYE are two separate operations.

When the program began, the primary target was students with basic skills and developmental needs. Realizing this was penalizing the stronger student; FYE is now open to all students and provides courses for students of all academic levels. Returning or transferring students are not eligible for the program. While in high school, seniors are invited to attend an information session at the El Camino campus. These sessions are offered weekly through out the spring semester. Each

session is limited to 40 participants and students are required to attend a session in order to be considered for the program.

At the information session, students learn about the program services:

- Spring semester (of senior year) counselor appointments prior to registration.
- Early group registration for all El Camino classes. (tier 3 after veterans and EOPS students-second day of registration).
- Mandatory full day orientation (8:00am-4:00pm) two weeks prior to fall semester.
- Strategies for Success college course
- FYE teaching faculty and FYE Counselor-committed and trained to support FYE students.
- Workshops-through Transfer/Career Center.
- Field trips-typically to universities.

Students are committed to a year in the program and must complete a FYE contract (see attached contract 1). Students must agree to the curriculum, must attend the mandatory orientation, and must attend 2 workshops or tours each semester. Students are required to meet with a counselor at least once a semester. If a

student does not adhere to the contract, they are removed from the program. As an example of the seriousness of this commitment, if a FYE student signs up for classes using their priority registration, yet does not attend the mandatory orientation, they will be dropped from all courses.

In order to register to an FYE learning community, students must first apply to the college, attend an information session and complete the FYE contract. Students must complete the English and math placement assessment exams and then can schedule their first counseling appointment. An abbreviated education plan is created at that counseling session. FYE offers English and general education course learning community pairing. Math courses are taught separately with 2 pathways: STEM and non-STEM. Both English and math courses are offered in traditional and accelerated formats. Only FYE students can sign up for FYE courses. After the first academic year, FYE students can remain in the program but they are not allowed to take the FYE learning community courses. FYE students who continue with the program after the first year get priority registration and can continue to meet with their FYE counselor.

El Camino's Office of Institutional Research has provided the following FYE documented successes:

Students who participate in the First Year Experience Program need fewer courses in English and math to successfully complete transfer level English and college level math than students who did not participate in FYE.

FYE students reach the 30-unit threshold faster than students who do not participate in FYE, achieving 30 units nearly 1 term faster than other students.

FYE students are twice as likely to persist into their second year at El Camino College than students who are not in FYE.

FYE students are twice as likely to earn their associate degrees within a three year time period than students who are not in FYE.

Last, FYE students are more likely to transfer to four-year universities than students who do not participate in FYE. There is a 20-25 point difference for students participating in FYE.

Highlights:

Historically successful program
Priority registration process
Formalized contract
Classroom Faculty/Counselor Faculty Coordinators

Los Angeles Pierce College

Outreach Program,

One fulltime coordinator, seven partime graduate interns, and four partime upper division/undergraduate interns run the Outreach Office at Pierce College. The interns typically work 13 hours a week. Outreach also hires two Pierce students to provide office/clerical assistance and work the information desk. All interns complete a one to two month training session (see attached schedule-2).

Pierce provides three specific outreach presentations to local LAUSD feeder high schools. The three sessions are:

1. Outreach-This initial presentation provides a general overview of Pierce College and focuses on the process of completing the Pierce application. The Admissions Office sends follow-up emails to applicants after these initial sessions. Outreach graduate interns lead these sessions with the assistance of the outreach undergraduate interns.
2. Assessment-Pierce Outreach returns to the feeder high school to conduct English and math assessment sessions. These

outreach efforts are lead by Assessment Office staff with the assistance of outreach interns.

3. Counseling-This final session of the three-part session is lead by a FYE counselor, with the assistance of the outreach interns. It is at this session the abbreviated educational plans are created.

The above described three separate sessions are provided to feeder high school four times yearly. New students outside of the feeder high schools must do the orientation online and are required to schedule an assessment prior to registering for English and math classes. The assessments are completed through The Assessment Office.

New Students Program Office

At Pierce College, the New Student Program Office is responsible for the Summer Bridge Program, The Freshman Academy, Go Days and The First Year Experience Center. Unlike the El Camino model, Pierce students do not sign up for a new student experience program. Students are allowed to participate in as many of the above listed activities that they want. Students can sign up for a group counseling presentation through the First Year Experience Center

(considered low touch/limited assistance) and/or to the Frosh Academy (high touch/full assistance). Pierce believes they have better access and better opportunity to reach more students if students opt into as much as they want as apposed to students signing contracts to belong to a program with requirements.

The First Year Experience Center is a counseling center just for first year students. Their campus location is physically separate from general counseling and they work independently of general counseling. Pierce has found that two separate centers allow students better access to counselors.

FYE Counselors visit area high schools through the efforts of outreach. In early spring, FYE counselors go with the outreach representatives to the area high schools to conduct abbreviated educational plan group presentations. In later spring and through the summer, four to six weekly group presentations of this kind take place on the Pierce campus. After students attend one of these sessions, students can make a one to one appointment with a FYE counselor. FYE abbreviated educational plans can be up to three semesters in length and FYE counselors will do full comprehensive plans during the one to one appointments. Students have the option

of staying with their FYE counselor but typically transition to general counseling after their first year of college.

The First Year Experience Center will soon have three full time counselors and clerical assistance. The FYE Center saw 3100 students in group presentations and 3073 have abbreviated educational plans. Pierce has had separate FYE and general counseling centers for 1 ½ years.

Summer Bridge provides English and a college strategies course in a learning community format. Students who attend the Summer Bridge have priority access to FYE counselors, enjoy peer mentors, and a peer tutor. Summer Bridge students receive career assessments in the strategies class and are encouraged to keep the peer mentor and tutor after Summer Bridge. The peer mentors are trained and hired through the Student Engagement Office and the tutors by the Learning Center. Last summer the Summer Bridge included 12 cohorts with a total of 450 students.

The Frosh Academy is a new program to Pierce College. Frosh Academy participants participate in this program for one full school year and are clustered by discipline such as social/behavioral studies. Currently there is only one cohort of 35 students, but new

discipline clusters will be added next year. Academy students attend courses together and have assigned peers and tutors.

Highlights:

Variety of new student programs for students to select from

Pasadena City College

Pathways

Pasadena has successfully implemented a first and second year experience for new students called Pathways. Pathways was created to ensure new high school graduates entering Pasadena City College (PCC) have the support to identify and complete their academic goals in a timely manner. The program guarantees and requires 12 units/full time schedules for its participants. This schedule includes math and English courses both fall and spring semesters of their first year. Students enrolled in the program are guaranteed priority registration (3rd on the tier after special populations) and are provided critical support in and out of the classroom.

Pathways had 300 student participants its first year, and now has approximately 2,500 students in their first year component. Their goal/focus is to serve 50% of the eligible students on campus. PCC

Pathways students are divided into specific groups: XL, International, athletes, Career and Ujima. The services they receive are specific to the groups needs.

Pathway students are recent high school graduates and must be full time students. The activities provided are mandatory and students will be removed from the program if they don't participate in all components of the program. Students can appeal the removal through their assigned coach or the Pathways outreach coordinator.

The program relies on the activities of the Pathways outreach coordinator for recruitment. Though part of the general Pasadena City College Outreach Office, the Pathways outreach coordinator serves the needs of Pathway full time. The Pathways outreach coordinator visits the area feeder high schools providing PCC/Pathways orientation sessions, high school on site assessment and online pathway application assistance.

In June, Pathways provides these same sessions for high school graduates and parents on the Pasadena City College campus twice weekly. In July, 1st year Pathway students are invited to registration workshops for hands on registration assistance. The Pathways computer lab is open and Pathway students have a three-day

window to register before the next tier of students. Registration is online but students can come into the lab for assistance.

The first year of PCC Pathways has three important components. The first component is JAM. JAM provides a low stress, one-week orientation style program. JAM connects instruction (i.e. math) with an engaging college orientation. The one-week/30 hour JAM's are an important entry point to college. Pathways repeat these JAM sessions four times in the summer. Trained tutors lead JAM's and PCC Pathways typically hires 35 tutors for this summer event. Faculty are paid a \$50 hourly stipend to present at JAM.

During JAM, students meet their Student Success Team comprised of counselors, coaches, and peer tutors. They also become acquainted with campus resources and meet many college administrators, staff, and faculty. Pathways students complete abbreviated education plans during JAM and if time allows, a first draft of a comprehensive education plan. Though Pasadena CC has over 20 counselors, they believe there are not enough counselors to do comprehensive education plans in one to one appointments and so prefer doing most during JAM.

The second component of Pathways is the Student Success Team, which includes the coach. Coaches advise and mentor students during their first year at PCC. They monitor student's academic success and direct them to resources as needed. They also teach time management, goal setting and study skills. They are the Pathways "front line". Each coach has a caseload and will meet with the group at least once in fall. Coaches will continue to meet high need students individually and may meet the others in groups. Coaches continually send important email messages to their caseload and monitor the progress of the students. Coaches make sure abbreviated and comprehensive educational plans are completed. Coaches direct their caseload to Pathways counselors for education plan assistance.

Pasadena Pathways currently has one full time lead coach. She is a graduate student and works with the lead Pathways counselor to train all coaches. The Lead Coach sets the Coaches work schedules and meets with them weekly.

Training includes an overview of campus resources, role-playing, and community building. Coaches receive a four-day training before they begin working with students and on going training through out

the year. Coaches have 150-180 students in their caseload and work a total of 20 hours weekly. PCC Pathways has 24 coaches; 2 are athlete specific coaches, 2 are international specific, 2 are career specific and 2 are Ujima specific.

Pathways tutors are PCC students who have succeeded in their math and English courses. Tutors are trained by the Pasadena City College Tutoring Center. They facilitate a majority of JAM activities, develop relationships with the student in their caseload and are available to work with students one to one or in small groups in the Pathway Computer Center.

Pathway students have access to dedicated Pathway counselors who work specifically with these first year students. PCC Pathways has five to six counselors who have five hours each week set aside to work with Pathways students. Pathway students meet with a counselor at least once a year.

The third component of Pathways is the College 1 course. This first year course provides students with a rigorous academic experience in their first semester of college. This course, as described by Pathways staff, is similar to Moorpark College's College Strategies course.

Pasadena Pathways also provides continued assistance through the student's second year. In the second year, PCC Pathway students continue to explore career options, commit to a major and meet regularly with a second year coach. The second year coaches help students transition to completion of their Pasadena City College goals. Students at the second year are also required to complete community volunteer work and are required to attend Career and Transfer Center workshops. Second year coaches do not meet with students as regularly as first year coaches.

Highlights:

Historically successful program
Structure of Pathway components

Santa Barbara City College

Express to Success Program

The Express to Success Program (ESP) provides an opportunity for students to move through their required math and English classes through an accelerated format, while participating in a supportive learning community environment. This program received the 2012 Chancellor's Award for Best Practices in Student Equity. The National

Excelencia in Education also recognized this program on a national level for increasing Latino student success in a 2-year college.

To be eligible, students must enroll in 12 to 15 units only, and be in good academic standing. It is open to new, returning or continuing students. In order to sign up for a learning community in ESP, students must first attend a Registration Advising Session.

In order to attend a Registration Advising Session, students must have already applied to SBCC, completed assessments and filled out an ESP intake form. At the Registration Advising Session, students learn about the requirements of the program and sign ESP contracts (see attached contracts 3 & 4). ESP students commit to the program for one semester. Requirements include attending a mandatory orientation the week before fall semester begins, attending tutoring sessions and study groups weekly, and agreeing to keep hours of work to 20 hours or fewer weekly. Once school begins, students who wish to withdraw from the learning community must first meet with their instructor and ESP counselor.

Students attend the required Registration Advising Session on or after their registration date. At the session students receive the

necessary CRN add codes and ESP clears the block on Banner.

Students sign up for all their fall classes at these 1 ½ hour sessions.

At the Mandatory Program Orientation, ESP students meet learning community faculty, ESP tutors, counselors and future classmates. Students receive planner booklets and participate in a class specific orientation with their future instructor.

ESP tutors attend all learning community classes. Tutors provide in class and after class assistance in the Center for Advising & Student Achievement (CASA). Students must attend the scheduled tutoring sessions.

Students admitted into the Express to Success Program will have access to CASA. ESP counselors and staff are housed in CASA. ESP counselors work closely with the learning community-teaching faculty to provide support to program students.

ESP counselors provide three important educational sessions in topics such as time management and stress management in the learning community classes. ESP counselors meet with students to develop comprehensive educational plans, and provide individual academic counseling. The center is a hub for program students and faculty.

Santa Barbara City College currently has two ESP counselors and one advisor. The advisor position is similar to Moorpark's counselor assistant position. The advisor works with SBCC outreach to conduct recruitment in local feeder high school. The advisor also conducts recruitment presentations in SBCC classes throughout the year. All office assistants and student workers are hired and supervised by the advisor.

There are currently 340+ students in ESP with 500-600 typically in fall.

Highlights:

ipads for Advising Registration Sessions
No longer using Grades First-changing to Starfish
Currently completing paper education plans only/will begin Degree Works in fall 2016.

Conclusion

It is clear that equity plans must find the right mix of new/innovating action with historically successful equity based practices. It is my hope that the information obtained through this sabbatical will help Moorpark College as it continues to engage administration, faculty, staff and students to find the best mix of actions for our targeted student population.

Both 3SP and equity plans are part of the overall mission of the college. Though 3SP responsibilities rest heavily on Counseling and Outreach, a successful equity plan must work differently. Equity based actions need to be the central responsibility of everyone at all campus levels. Everyone has a role to play in supporting student equity. We have a tremendous responsibility and an extraordinary opportunity.

Thank you to the following individuals I interviewed who provided me with a wealth of information:

Oswaldo Espinoza, Counselor/Pre-Enrollment Services Manager
University of California, Santa Barbara
Educational Opportunity Program

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First Year Experience Learning Communities Program

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Pathways

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Myriam Altounji, Counselor Coordinator
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Pathways

Cosima Celmayster-Rincon, ESP Academic Counselor
Santa Barbara City College
Express to Success Program

Alan Bram, ESP Academic Counselor
Santa Barbara City College
Express to Success Program



Being a member of the First Year Experience program is an *honor and a privilege*. You are among a select group of students who have access to the following resources:

- **Early Group Registration** for all ECC classes to help ensure enrollment in desired courses.
- **Orientation** - A variety of special events especially designed to enhance your transition to college.
- **First Year Experience Counselor** will help students with: academic planning, personal counseling, and career development
- **Learning Community Courses**, which will help satisfy general education and elective graduation requirements. Students may also take additional classes, outside the cluster, to reach full-time status.
- **Strategies for Success in College** course designed to introduce new students to college life and expectations.
- **First Year Experience Faculty** - A team of professional, caring and committed faculty dedicated to supporting the success of First Year Students
- **Field trips** to various UC, CSU, & Private Universities.
- **Guest Speakers**

You are joining a *community* of students, faculty, and counselors. **Check each of the boxes below and complete the section at the end to indicate that you commit to the success of the community by making your education a priority.**

First Year Experience Contract for Success

I choose to make my education a priority by **showing up, doing my best work, and participating actively** as a member of the First Year Experience community.

As a member of the First Year Experience community, **I choose to make my education a priority.**

- I choose to enroll as a full-time student (12 units min) throughout the upcoming academic year (Fall and Spring semesters at a minimum; Winter and Summer are optional).
- I choose to arrange my weekly work schedule to allow for *at least* two hours' study time for each unit of study.
- I will not drop any of my courses without speaking to my FYE counselor.
- If I struggle or get behind in a course I will seek out FYE instructors or FYE counselors for help and support.

As a member of the First Year Experience community, **I choose to show up.**

- I choose to arrive on time and attend all classes in their entirety and not leave early
- I choose to meet with an FYE counselor at least once/semester to update my educational plan and before I drop any classes.

As a member of the First Year Experience community, **I choose to participate actively.**

- I choose to arrive to all of my classes alert and prepared to learn, taking phone calls and text messages after class and packing away ear phones so I present myself as ready to learn.
- I choose to be a contributing member of the class, staying mentally alert in every class, offering my best comments, questions and answers when appropriate.
- I choose to support the learning experiences of other members of the community by maintaining an open mind and by treating my colleagues with respect.
- I choose to participate in at least two campus events each semester (workshops, campus tours, celebrations, lectures, concerts, performances, etc.)

As a member of the First Year Experience community, **I choose to do my best work.**

- I commit to completing all of my assignments for all of my classes before class begins.
- I commit to learning what resources and services exist on campus and how they can assist my efforts to do my best work.
- I commit to seeking help from other students, professors, counselors, coaches, and tutors at least once each week in my efforts to do my best work.
- I commit to academic honesty. I understand that I am not to copy or borrow any student's words or unique ideas or any printed source including the Internet without giving credit by citing the source using MLA format.

By choosing to show up, participate actively and do my best work, I am choosing to make my education a priority.

Print Name: _____ Student Signature: _____

Witness: _____ Date _____

Pierce College

STUDENT STAFF TRAINING

DATE	TIME / LOCATION	TOPICS
Session I Friday,	10:00 a.m. - 1:00 p.m. International Students Conference Room	<ol style="list-style-type: none"> Welcome & Ice-Breaker Pierce College History LACCD / OAR Office student staff policies / Confidentiality agreement Break 4 systems of higher education & Concurrent Enrollment
Session II Monday,	10:00 a.m. - 1:00 p.m. 3 rd floor Large conference room - Student Services	<ol style="list-style-type: none"> Counseling, transfer, and career centers Transfer Process (including assist.org) Admissions presentation <ul style="list-style-type: none"> • application • CA residency • AB-540 / Non-resident tuition waiver
Session III Tuesday,	10:00 a.m. - 1:00 p.m. International Students Conference Room	<ol style="list-style-type: none"> International students 3 residency forms HONORS FERRA
Session IV Wednesday,	10:00 a.m. - 1:00 p.m. International Students Conference Room	<ol style="list-style-type: none"> EOPS Gain / CalWORKS PACE program Staff presentations
Session V Thursday,	10:00 a.m. - 1:00 p.m. International Students Conference Room	<ol style="list-style-type: none"> Financial Aid, Scholarships, Veterans, FYSI, CA Dream Act Health Center staff presentation AB-540 & Nonresident tuition forms
Session VI Friday,	10:00 a.m. - 1:00 p.m. International Students Conference Room	<ol style="list-style-type: none"> Ice-breaker Staff presentations Staff meeting for first week of school Outreach rep duties (monthly event database, student database)

Community extension, FKCE—return from vacation on 9/3, presentation will be scheduled post-vacation, during staff meeting

Student Program Commitment for Success

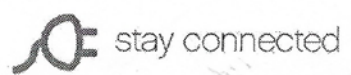
****Mandatory Program Orientation on Friday, August 19, 2016 in the Sports Pavilion.**

Student Success Strategies

As a member of the Express to Success community, I choose to adhere to the following success strategies:

1. I will learn and utilize the student support services and resources that exist on campus.
 - Seek advice and help from other students, professors, counselors, coaches, and tutors weekly.
 - Immediately follow up with all instructor and counselor referrals to student support services (Career Counseling, Financial Aid, EOPS, DSPS, TAP, International Students, etc.).
 - Participate in campus events each semester (workshops, campus tours, lectures, concerts, performances, etc.)
2. I will check my Pipeline email daily and immediately respond to ESP staff and faculty communications.
3. I will respect the instructor's dedication to help me succeed in this rigorous program (arrive on time to all classes, alert and prepared to learn, offering comments, questions, and answers when appropriate).
4. I will make my education a priority by taking personal responsibility for my success and be aware that this is an opportunity to accelerate my educational goals.
5. I will take pride in being a contributing member of the class, staying mentally alert in every class, maintaining an open mind and treating other students with respect and adhering to classroom etiquette/rules.
6. I will respect my instructor and classmates by refraining from using cellphones and laptops for personal reasons.
7. I will manage my hours of work (20 hours or fewer), family responsibilities, commitments to clubs, teams, or organizations, and personal challenges (for example, commuting or child care). I commit to a program that requires an average of 15-20 hours of study time outside of class.
8. I will earnestly strive to complete assignments for all my classes before class begins and commit to review my notes and assignments immediately following my class.
9. I will commit to academic honesty by not copying or borrowing the words or ideas of any printed or internet source without giving credit by citing the source.

Print Full Name: _____ Sign: _____ Date: _____



Like us on Facebook at SBCC ESP Learning Communities or follow us on



@ expresstosuccesssbcc

Express to Success Program (ESP) Student Program Commitment for Success

SBCC Express to Success Program Benefits and Reminders

You are among a select group of students who have access to the following resources:

- **Express to Success Counselor** – Your counselor helps students with: referrals, academic planning, personal counseling, and career development.
- **Learning Community Courses** – Your courses help satisfy general education and elective graduation requirements. Students also take additional classes, outside the Learning Community, to reach full-time status.
- **Express to Success Faculty** - A team of professional, caring, and committed faculty dedicated to supporting the success of ESP students.
- **Tutorial Support** – Tutorial support inside and outside of class.

You are joining a **community** of students, faculty, and counselors. We need you to commit to your success and encourage you to review your agreement periodically.

Program and Academic Requirements

Students unable to meet the minimum program eligibility requirements will be withdrawn from ESP.

1. Please check with any special programs (EOPS, STEM, TAP, Athletics, DSPS, VETS, International Students) you belong to for program approval.
2. Students may be precluded from becoming an ESP student because of their Academic Probation and/or Financial Aid Probation status.
3. Students must pass their current math or English classes with a grade of C or better.
4. Students must register in their LC classes within 2 days of receiving the CRNs.
5. Students must enroll and maintain full-time status (minimum 12 units, maximum 15 units) throughout the upcoming academic semester.
6. Students must remain enrolled in all LC courses in order to be a part of ESP.
7. Once school begins, students who wish to withdraw from their LC must first meet with their instructor and ESP counselor.
8. Students must pay all school fees (health fees, transportation/bus, and student fees) within 7 days of registration regardless of financial aid and BOGW status.
9. Students receiving a book loan are required to return their books to their teachers at the end of the semester.

I agree to attend the **Mandatory Program Orientation on Friday, August 19, 2016** in the Sports Pavilion.

Print Full Name: _____ Sign: _____ Date: _____

We look forward to welcoming you at the Mandatory ESP Orientation!
Your ESP Support Counselors and Office Hours:

Cosima Rincon
Academic Counselor
rcelmayster@pipeline.sbcc.edu

Ismael Ulloa
ESP Advisor
esp@pipeline.sbcc.edu

C.A.S.A hours (ECC 14):
Monday - Friday 8:00 a.m. – 4:00 p.m.
Office Phone number: (805) 730-4274