

AEBG: 1st Quarterly Report

Noncredit STUDENT SUPPORT SERVICES

I. Summary of Activities based on the objectives submitted from the Request for Proposal and Activity Chart. These should reflect the goals of AEBG including, but not limited to integrative programming for noncredit pathway bridge courses and certificates, internship/placement programs, integrative learning strategies, progress of program working groups and task forces. List and describe their progress.

SBCC Student Services has planned to implement S.T.E.P. (Step Towards Educational Pathways) which is a six-week summer bridge program during Santa Barbara City College's summer session II. Through this program the student participants will be introduced to the college realm and learn about what it means to be a college student, the expectations, the resources available to them and develop the skills needed to navigate college life. This program will be integrated within our college's Personal Development 100 (PD 100), College Success course. The classroom activities will consist of the following: individual and group work, speakers, videos, lecture and student presentations. Please see attached the provisional course syllabus and course curriculum. The program is also going to provide the following outside of class activities listed as follows: two workshops, two city college campus tours, tour to UCSB, all day trip to Camp Whittier for teambuilding activities, visit to the Ronald Reagan Library and attend a closing program ceremony. The goal of S.T.E.P. summer bridge program is to provide student participants with three main components, first to provide the foundation and support system needed to be successful in college, second to expose them to new experiences and third to instill in them the possibility of furthering their education beyond city college.

Given that this is a summer program that takes place during SBCC's summer session II the work group has planned for meetings in late spring semester to discuss the logistics regarding the summer bridge program, outreach and activities. The lead counselor has already started the lesson plans, prep classroom activities and finalize list of classroom materials, develop details for fieldtrips (cost, transportation, lunches etc.), review the list of departments to contact for collaboration purposes and coordinate dates, times and locations.

II. Data Reporting: Fall 2015 – present (work with AEBG Coordinator on data tracking)

The plan is to have a total of 25 students enroll in the S.T.E.P summer bridge program. At the end of the program student's will be invited to take a program survey and Participant Exit Interview to gather qualitative data. The first day and last day of class students will also take a pre-post assessment to capture the impact of self-perception and impact of the program. After program completion student participants will complete SBCC Steps to Enrollment and use their Student Education Plan to register for fall 2016 courses. They will be referred to the Career Center to meet with a Career Counselor who will assist them with career exploration.

Once students are officially enrolled into SBCC system their progress will be tracked through banner and/or Starfish software to collect data on services utilized and student success rate. This will give the work group lead access to the Academic Student Profile indicating their academic progress, the ability to follow-up and case manage student until student successfully completes the intended goal at the college.

III. Budget Narrative. Members are expected to make their best efforts to expend funding by June 30, 2016 and no later than December 31, 2016. The timeline of activities should reflect expenditures by this deadline. Please describe your efforts to expend these funds. Examples include hiring faculty and/or faculty, narratives, programmatic committee meetings, purchasing of supplies...

In order to conduct a successful S.T.E.P. program, the following instructor and staff members will be conducting the course and fieldtrips: one instructor (Academic Counselor), three Academic Advisors, one Front Desk Assistant and two Student Workers. **Below is a summary chart for hourly rate per work group member:**

STAFF:	Instructor/Adjunct Faculty (1)	Classified Staff (2)	Hourly Staff (1)	Hourly Staff (1)	Student Workers (2)
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HOURLY RATE:	\$74.63/\$47.28 Estimated Workload: \$4,030 (48-54 hrs) / \$1,040.16 (22hrs, fieldtrips) & \$1,182 (25hrs, program planning & coordinating) Total: \$6,252	\$34.14 Estimated Workload: \$2,048.40 (20hrs outreach x 3) & \$751.08 (22hrs, fieldtrips x 1) Total: \$1,023.60	\$17.06 Estimated Workload: \$341.20 (20hrs, outreach) & \$375.32 (22hrs, fieldtrips) Total: \$716.52	\$17.06 Estimated Workload: \$341.20 (20hrs, outreach) Total: \$341.20	\$12.35 Estimated Workload: \$494 (20hrs, outreach & other x 2) & \$1,086 (22hrs fieldtrip x 2) Total: \$1,580
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TOTAL Estimated Staff Cost: \$9,913.32

SUMMER 2016 Program COST:

Activity (25 students/3 staff)	Transportation: (25 students/3 staff)	Materials (25)	Textbooks & Novel (25)	Printed Materials (100 Postcards)	Food Snacks (25)	Event Catering (45)	Book Grants (25)	Weekly Stipend (25)
Ronald Reagan Library (28): \$672 Camp Whittier (28): \$1,400 SBCC Campus Tour (28): \$0 UCSB Visit: \$0 Total: \$2,072	Santa Barbara AirBus Charter: \$1,140 x 3 \$3,420 Gratuity: \$200 x 3 \$600 Total: \$4,020	\$1,000	\$3,000	\$100	\$200	\$1,000	\$3,000	\$100 x 25 \$15,000

TOTAL Program Cost: \$29,392.00

IV. Marketing Efforts. Please list and describe marketing and outreach efforts to advertise your program.

At present Student Services utilizes the SBCC website as well as hard copy catalogs to publicize our services and the PD 100, College Course class. The Santa Barbara City College Foundation recently published an article on March 30, 2016, titled "Santa Barbara City College Fosters Student Success Through Educational Pathways" which further describes the necessities of educational pathways. The S.T.E.P. program is one education pathway to provide students a strong foundation for college readiness. The S.T.E.P. program will also be publicized at the Student Services Office. Posters will be placed in the AHS/GED classrooms and announcements will be made occasionally. Flyers will be printed and sent out via email to Noncredit instructors to inform students about the program. Postcards will be sent out to invite students to attend an informational session TBA. The program will be also be advertised using Noncredit Facebook page.

PD 100



SANTA BARBARA CITY COLLEGE ASSOCIATE DEGREE CREDIT COURSE OUTLINE

Department: Personal Development

Subject Area and Course Number: PD 100

Course Title: College Success

Discipline: Interdisciplinary Studies

Units: 3

Repeatability: May be repeated 0 time(s)

Catalog Course Description: Students clarify their educational objectives and develop the skills necessary to reach them. Topics include time management, reading and study skills, goal-setting, career planning, and communication skills.

Description for Schedule of Classes: Topics include time management, study and interpersonal skills, life goal-setting, and career planning.

Lecture Hours: 48 – 54 Total Hours - 3.3 per week

Laboratory Hours: None

Prerequisite: None

Concurrent Corequisite: None

Course Advisories: None

Limitation on Enrollment: None

Course Objectives:

1. Demonstrate reading, writing and study skills
2. Practice notetaking techniques
3. Apply critical thinking skills
4. Apply study and time management skills
5. Clarify reasons for attending college
6. Demonstrate confidence-building techniques
7. Practice interpersonal skills
8. Identify personal and work values
9. Establish career and life goals
10. Investigate academic programs, including course, major and graduation requirements

11. Investigate SBCC's learning resources and support services

Student Learning Outcomes:

1. Demonstrate the use of academic skills (including effective reading, writing, studying, time management, test-taking skills, critical thinking, and problem solving) and apply those skills in other courses.
2. Set personal, academic and career goals, and design plans for their attainment.
3. Demonstrate knowledge of SBCC resources which includes student support services and learning resources.

Course Content and Scope:

1. Academic Issues
 - A. The value of college
 - a. Motivations for enrolling in college
 - b. The educated individual in society
 - c. Learning for learning's sake
 - d. Academic expectations
 - e. World and career relationships
 - B. College procedures and policies
 - C. Students' rights and responsibilities
 - D. Academic information and planning
 - E. Skills related to content classes
 - a. Studying
 - b. Library
 - c. Test-taking
 - d. Textbook reading
 - e. Behavior
 - f. Time management
 - g. Writing
 - h. Speaking
 - i. Analysis
 - j. Memorization
 - k. Notetaking
 - F. Campus resources
 - a. Programs and services
 - b. Student-faculty relationships
 - c. Faculty expectations and assumptions
2. Personal-Social Issues
 - A. Interpersonal relationships

- B. Communication
 - C. Personal values and goal-setting
 - D. Personal problem solving
 - E. Decision-making and responsibility
 - F. General health
 - G. Budgeting and finance
 - H. Learning style
 - I. Diversity
3. Career Information and Planning
- A. Self-Assessment: interests, abilities, values
 - B. Occupational and educational relationships
 - C. Decision-making
 - D. Goal-setting (This is also listed under personal-social issues above.)

Methods of Instruction: Lecture , Discussion , Projects , Visiting Lecturers The methods of instruction include group and individual exercises, computer utilization, and classroom presentations. See additional for online class.

Sample Assignment

Complete a final project that demonstrates the student's learning process and skills acquisition throughout the course. Students are required to demonstrate in writing how the skills learned in the course are used to solve academic and/or personal problems. In addition, this final project requires that students identify and explain information/materials/insight learned from PD 100 to support future goals.

Required Assignments

1. Read the text and selected articles 2. Write weekly essays 3. Practice specific study skills using materials from their own content courses. 4. Turn in lecture and textbook notes from their classes 5. Give oral presentations 6. Complete written reports and problem solving exercises 7. Keep a learning journal 8. View and analyze selected videos 9. Complete final project that requires students to identify and explain information/materials/insight learned from PD 100 to support future goals.

Methods of Evaluation:

1. Oral presentation 2. Completion of written assignments 3. Demonstration of application of specific study skills to content courses 4. Participation/Online discussions 5. Midterm exams/quizzes 6. Final examination 7. Capstone Written Project

Appropriate Texts and Supplies:

College and Career Success, Fralick, Kendall Hunt, 2014

Career Choices & Changes, Bingham & Stryker, 9781934931, 2014

Other Materials

Access to Moodle for the hybrid and fully online sections.

Origination Date: 10/08/2009

CAC Approval Date: 03/02/2015

Board Approval Date: 03/26/2015
Proposed Effective Start: Fall 2015
6224

PD 100 Course Syllabus
PERSONAL DEVELOPMENT 100: College Success

TBA

Instructor: Liliana Olguin

Office: TBA

Office Hours: TBA

Email: mlolguin@pipeline.sbcc.edu

Office Phone: (805) 965-0581 EXT: 2285

Catalog Course Description: Students clarify their educational objectives and develop the skills necessary to reach them. Topics include time management, reading and study skills, goal-setting, career planning, and communication skills.

(TR: CSU/UC TRANSFER LIMIT)

Required Texts/Supplies:

- Ellis, Dave, Toft, Doug (15 edition, 2015). *Becoming a Master Student*. Cengage Learning.
- Coelho, Paulo (1998). *The Alchemist*. HarperCollins.
- Journal
- Daily Planner

Please bring all listed materials to class every day!

ASSIGNMENT OVERVIEW:

TOTAL POINTS FOR COURSE = 100%

Homework	10%
Class Participation	10%
Student Education Plan (SEP)	15%
Midterm	20%
Final In-class Essay	20%
Final Project: <i>Oral Presentation</i> & Student Portfolio	25%
<i>Extra Credit</i>	5% +

TOTAL:

100%

Grading Scale:	
A	90-100
B	80-89
C	70-79
D	65-69
F	below 65

ASSIGNMENT Description Overview:

Homework

It is expected that you read assigned chapters before class. Assignments are due at the beginning of class.

Class Participation

This class will focus in open communication such as engaging activities, teamwork and self-reflection. You are expected to be on time and ready to learn. In addition there will be an SBCC Campus Tour visit and a Scavenger Hunt activity. You are expected to attend both. Please mark them on your calendar TBA & TBA (lunch will provided by catering department for both events).

Student Education Plan (SEP)

It is expected that you participate in "*Student Education Planning Workshop*" and complete an SEP on TBA.

Midterm

The Midterm will be given in class on TBA; it will cover the following Chapters: TBA (multiple choice & short answer).

Final In-class Essay

Write a letter to the author of *The Alchemist* describing how his novel influenced your life and include evidence or specific examples from *Becoming A Master Student* textbook chapters.

Final Project: *Oral Presentation & student portfolio**

This *I'm Ready for College* portfolio should include:

1. Copy of PRE/POST Student Reflection Questionnaire
2. Campus tour pocket notebook
3. Scavenger Hunt Worksheet
4. Copy of your Student Education Plan (SEP)
5. Discovery Wheel
6. Learning Inventory results
7. Multiple Intelligences sheet
8. Goal Activity Sheet
9. Sample Planning Calendar (Chapter. 2, pg. 79)
10. Create a decorative cover page that includes quotes or images relating to *The Alchemist* OR add a copy of a picture of your vision board

*There will be a required 5-7 minute classroom presentation.

Extra Credit

Attend a workshop *My Personal Journey to Success* on TBA, in this workshop students will watch two videos, journal and create a vision board utilizing art supplies.

YOU are the subject of this class so have fun!

Additional Information for Success:

- You will not be permitted to use an electronic translator for midterm or final exam in this class.
- All electronic devices need to be turned off AND out of visible sight during class. If you choose to use your electronic device (i.e. phone) during class 1% from your class participation will be deducted each time you use it.
- Please notify me ahead of time if in need of special accommodations. DSPS contact information: 805 965 0581 ext: 2364 or 805 730 4164/E-mail: dspshelp@sbcc.edu
- Available on campus resources: Cliff Campus Student Support Services office (805) 965-0581
Student Support Services, Schott Campus, Room #2, (805) 898-8160

College Policies:

Plagiarism and Academic Honesty: Santa Barbara City College does not tolerate Plagiarism—the presentation of another’s words, images or ideas as if they were the student’s own—will not be tolerated in this class. Anyone found representing another person’s work, copying or cheating will receive an automatic F and be reported to the proper authorities.

Reference:

<https://www.sbcc.edu/boardoftrustees/files/policies/AP%205231.6%20Academic%20Integrity.pdf>

Dropping a Class:

As the student, you are responsible for dropping classes by the stated deadlines. If you register in a class and later change your mind, it is your responsibility to drop the class. Review your Schedule/Bill for course deadlines. Log in to [Pipeline](#) and go to Registration and Student Records. Follow the instructions on the Add/Drop Classes page for dropping a class.

Reference:

<http://www.sbcc.edu/admissions/register.php#Adding and Dropping Classes>

Attend Classes:

Students are expected to attend classes regularly. A student who does not attend the first meeting of a class may be dropped as a "no show." An instructor may drop students prior to the withdrawal deadline for excessive absences. As a guideline, absence is considered excessive if a student misses three class meetings, or the equivalent of one week of class.

If you decide to drop a class, it is your responsibility to officially withdraw by the deadline.

Non-attendance does not constitute an official drop. Do not depend on the instructor to drop you. Failure to officially withdraw by the deadline may result in a failing grade.

Reference:

<http://www.sbcc.edu/admissions/register.php#Adding and Dropping Classes>

Field trip and Excursion policy:

Throughout each term and summer session, the Santa Barbara Community College District may sponsor voluntary off-campus, co-curricular field trips and excursions. If you choose to participate, you should be aware that, pursuant to the California State Code of Regulations, Sub-Chapter 5, Section 55450, you have agreed to hold the District, its officers, agents and employees harmless from any and all liability or claims which may arise out of, or be in connection with, your participation in the activity.

Accommodations For Disability: SBCC students with disabilities who are requesting accommodations for classes, college activities or tests should use the following SBCC procedure: (1) Contact Disabled Student Programs and Services (DSPS); (2) Submit documentation of your disability to the DSPS office; (3) Communicate with a DSPS counselor regarding options for services and accommodations; (4) Reach written accommodation agreement with the DSPS counselor and your instructor.

NOTE: This procedure also includes student requests to bring into classes personal service attendants who are not SBCC employees. This procedure also includes student requests to bring service animals into classes. *Contact: DSPS office (805) 965-0581 x 2364, SS Building, room 160, dspshelp@sbcc.edu* SBCC requests you complete this process at least ten working days before your accommodation is needed in order to allow DSPS staff time to provide your accommodation.

Reference:

[https://www.sbcc.edu/cll/files/Gen Info-Policies for CLL Website %208-1-13.pdf](https://www.sbcc.edu/cll/files/Gen%20Info-Policies%20for%20CLL%20Website%208-1-13.pdf)